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ABSTRACT

This guide attempts to provide an overview of environmentally-related art experiences already in various curriculum guides, to introduce new experiences, and generally to emphasize the vital interrelationship that exists between environmental concern and the art process. There is a division into three main areas: our natural environment, our man-made environment, and our inner environment. Concepts and objectives are listed with suggested activities and materials to be used. Addresses where audio-visual and other instructional material may be obtained are also given. This document is a product of the Milwaukee Public Schools' Master Plan for Environmental Education. Development of curriculum materials to achieve integration of environmental education into the existing curriculum is a goal of one of the eight components of the Master Plan. For further details of this plan, see SE 016 978 and SE 016 979. This work was prepared under an ESEA Title III contract. (JP)

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ART/ ENVIRONMENTAL AESTHETICS

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A GUIDE FOR ELEMENTARY TEACHERS

ED 085247

ART/ENVIRONMENTAL AESTHETICS

A Guide for Elementary Teachers

Developed Under Provisions of

ESEA, TITLE III, SECTION 306, ENVIRONMENTAL EDUCATION PROGRAM

Department of Elementary and Secondary Education

Division of Curriculum and Instruction

Milwaukee Public Schools

1973

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INTRODUCTION

One of the major problems confronting civilization is the physical and visual pollution of the environment. Art education has a responsibility to assume educational leadership in the area of environmental sensitivity and design, preparing students to cope with a rapidly changing world. The increasing complexity of our environment makes it necessary that each person have the capacity to relate to societal settings and be sensitive to the needs of individuals in that society. Through art, students have the opportunity to look at and respond to their experiences.

It is essential that students become aesthetically literate so that they will want to help solve our environmental problems. Environment, described as all the factors affecting and affected by human beings, is of primary consideration in all the art activities developed in this guide. Observation and judgement factors are included in the aesthetics of human experience, dimensions of which will also be explored. Through involvement in producing works of art and contemplating them, the student is learning to understand himself and the world around him. At an early age, children should be taught to "observe" their environment, then encouraged to make value judgements relevant to good or bad design and, finally, encouraged to consider means for creating a better environment.

We ask that the teacher question, and through doing so, lead others to question man's relationship to his total environment. In so doing, the result could be works of art evolved from a thought, feeling, or emotional reaction to that environment.

PURPOSE

The purpose of this guide is to serve as a resource for elementary level classroom teachers and/or art specialists in providing information which will hopefully contribute to the total program in environmental education. The guide attempts to provide an overview of environmentally related art experiences already in various curriculum guides, to introduce new experiences and to generally emphasize the vital interrelationships that exist between environmental concern and the art process. Although the two major sections of the guide are divided into three main areas, our natural environment, our man-made environment and our inner environment, it is expected that the relationships between all the areas be emphasized in the learning process.

The teacher's responsibility will be to examine the suggested concepts, select those that seem most appropriate to his or her own teaching situation, and employ teaching strategies that will most effectively transmit environmental learnings to children.

ENVIRONMENTAL AWARENESS

"Young people everywhere must learn the forgotten art of seeing life with their own eyes."

KOKOSCHKA

Awareness for children begins at home in familiar surroundings. A walk with them through the neighborhood excites discovery. Ask them: What do you see? What do you smell? How do you feel? Do you like it? How would you change it?

This is their environment. Within this environment we can find and recognize the dimensions of one's surroundings. Line...space and form... color...texture...are all dimensions of the environment which children of all ages are capable of recognizing to some degree. This recognition precedes further inquiries of critical analysis, design or redesign of one's surroundings.

ENVIRONMENTAL/AESTHETIC CONCEPTS

Each of the eight statements listed below has both environmental and aesthetic implications. The concepts embodied in the statements relate to a selection of suggested art experiences. These classroom art activities should provide students with valuable opportunities for creative response to natural, man-made, and inner environmental experiences. The Environmental Concepts Checklist serves to identify the concept(s) that are emphasized in each of the art activities illustrated on the pages that follow.

1. All living organisms interact among themselves and their environment.

2. Man must use his ability to manage, manipulate, and change his environment to improve his quality of life.

3. Early life experiences with the natural environment may lead to satisfaction of man's aesthetic, emotional, and spiritual needs.

4. Man perceives his environment through all his senses.

5. If man does not use his capability to order - create - effect - refine his environment, he could be destroyed by it.

6. The transactional process and involvement of man in participatory art activities increases the quality of his life through:

   -- self-fulfillment, i.e., satisfying man's need for natural order.
   -- aesthetic appreciation, i.e., perceiving the beauty in our natural and man-made environment.
   -- creativity, i.e., expanding the ability to find new relationships with the environment.

7. Man's response to his visual environment must be heightened in order to more fully sensitize him to the magnitude of visually expressive, communicative, and responsive possibilities.

8. Man must educate his visual sensibilities in order to live harmoniously with the physical environment, other men, and himself.

ENVIRONMENTAL CONCEPTS APPLICATION: CHECKLIST

Subject: ART

Grade Level: Primary

	1 Interaction	2 Manipulation	3 Communing with Nature	4 Environment Through Senses	5 Refinement	6 Involvement	7 Response	8 Visual Sensibilities	(Two Xs mean there are two experiences keyed to that concept in this section.)
We Live in a Natural Environment									
Water	X		X						
Weather				X		X			
Earth			XX						
Sky	X		X						
We Live in a Man-Made Environment									
Houses	XX								
Neighborhoods	X							X	
Cities								XX	
Technology	X					X			
We Have an Inner Environment									
Awareness								XX	
Valuing				XX					
Responding				X		X			
Organizing			X			X			

ENVIRONMENTAL CONCEPTS APPLICATION: CHECKLIST

Subject: ART

Grade Level: Intermediate

	1 Interaction	2 Manipulation	3 Communing with Nature	4 Environment Through Senses	5 Refinement	6 Involvement	7 Response	8 Visual Sensibilities	(Two Xs mean there are two experiences keyed to that concept in this section.)
We Live in a Natural Environment									
Water	X		X						
Weather				X				X	
Earth			X					X	
Sky	X				X				
We Live in a Man-Made Environment									
Houses					X		X		
Neighborhoods		X			X				
Cities				X			X		
Technology	X	X							
We Have an Inner Environment									
Awareness				X		X			
Valuing						XX			
Responding							XX		
Organizing						XX			

ENVIRONMENT FOR LEARNING -- K-6

Essential to any learning situation is the proper atmosphere, both physical and psychological. Although there can be no exact aesthetic prescription for an environmentally effective classroom setting because of the many differing situations, the following suggestions are offered as guidelines for establishing a pleasing educational environment.

-- Arrange tools and supplies in the classroom in an orderly way.

-- Provide a variety of working surfaces, including desks, large tables, woodworking bench and painting easels.

-- Set up tables, shelves or corners where "touching," "feeling," or "exploring" objects and materials may be assembled, examined, and arranged.

-- Arrange personal belongings in an orderly way: hang up clothes, keep desks in order, arrange bookshelves.

-- Involve students in affecting the appearance of their environment by:

arranging bulletin boards.

preparing displays.

placing of plants, globes, fish tanks.

-- Provide for a variety of experiences to discuss, react, experiment, imagine, compare, create, evaluate.

RESOURCES

Books

Gaitskell, Charles D. & Hurwitz, Al. CHILDREN AND THEIR ART.
Harcourt, Brace, & World, Inc., 1970.

Greenberg, Pearl. ART AND IDEAS FOR YOUNG PEOPLE.
Van Nostrand Reinhold Publishing Co., 1971.

Kampmann, Lothar. CREATING WITH FOUND OBJECTS.
Van Nostrand Reinhold Publishing Co., 1973.

Kampmann, Lothar. CREATING WITH SPACE AND CONSTRUCTION.
Van Nostrand Reinhold Publishing Co., 1973.

Lowenfeld, Viktor. CREATIVE AND MENTAL GROWTH (3rd Edition).
Published in 1957. Check your public library for possible availability.

Rowlend, Kurt. LEARNING TO SEE: PATTERN, FORM, MOVEMENT, RHYTHM, VISUAL COMMUNICATION.
(Set of Five Volumes)
Van Nostrand Reinhold Publishing Co., 1970.

Trogler, George F. BEGINNING EXPERIENCES IN ARCHITECTURE.
Van Nostrand Reinhold Publishing Co., 1972.

Wachowiak, Frank & Ramsey, Theodore. EMPHASIS ART: A QUALITATIVE ART PROGRAM FOR THE ELEMENTARY SCHOOL.
International Textbook Co., 1971.

Films

SUN SYMBOL IN ART
ART AND PERCEPTION: LEARNING TO SEE
Order from: Bailey-Film Associates
11559 Santa Monica Blvd.
Los Angeles, California 90015

WE CAN MAKE IT HAPPEN (New ecology film produced by Milwaukee students and teachers -- Milwaukee Public Schools, 1973.)

Slides and Filmstrips

PERCEPTION: BIRDS (2 filmstrips, 2 records)
PERCEPTION: THE SEASONS
Order from: Educational Dimensions Corp.
Box 146
Great Neck, New York 11023

DESIGN IS A DANDELION (Six color filmstrips that encourage children to observe and interpret nature. A 12" record provides narration.)
LISTENING, LOOKING, AND FEELING: THE BEACH, THE CITY, WIND AND RAIN, LET'S FLY (Set of four sound filmstrips that promote visual awareness of environment. Geared to the primary level.)
Order from: Bailey-Film Associates
11559 Santa Monica Blvd.
Los Angeles, California 90025

Prints

REINHOLD VISUALS: LINE - MASS - SURFACE - COLOR - SPACE
Order from: Van Nostrand Reinhold Co.
450 West 33rd Street
New York, New York 10001

Curriculum Guides

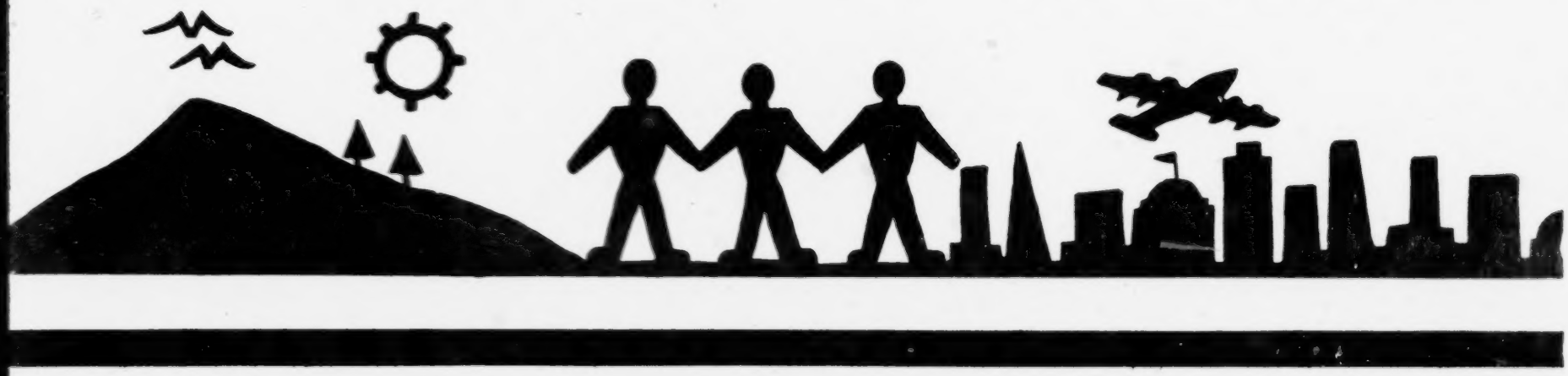
ART FOR YOU -- Television Guides for Teachers -- Milwaukee Public Schools -- 1971

EXPERIENCING ART K-6 -- Milwaukee Public Schools -- 1972

NOTE: The Instructional Media Center at the Administration Building has many books that deal with ecology, animals, and the natural environment. These books can be found in the Science Enrichment section.

ACTIVITIES FOR THE

PRIMARY GRADES



8/9

WE LIVE IN A NATURAL ENVIRONMENT

ENVIRONMENTAL PURPOSE

To provide new knowledge about living organisms and their environment.

AESTHETIC PURPOSE

To provide a manipulative experience with a new and exciting approach to fingerpainting.

MEDIUM

Monoprint from fingerpainting.

PREPARATION--SUBJECT MATTER

The suggested subject matter is underwater life.

Familiarity with fish, turtles, snails, and other possible examples of underwater life can best be learned by first-hand observations of a classroom aquarium. Charts, photographs, and word description will also serve to provide knowledge and understanding.

MATERIALS

Liquid laundry starch, powder paint, gloss enamel or shelf paper, oilcloth, glass, or masonite, if available, and newsprint for prints.

PROPOSED SEQUENCE

Becoming informed about aquarium and pond life.

Mixing finger paints by adding powder paint to liquid starch on glass, oilcloth, or gloss paper.

Defining fish or other subject matter with fingers and fingernails.

Placing paper over fingerpainting and rubbing lightly.

SUGGESTIONS

Avoid using too much starch or print will be blurred.

Remind children to press hard with fingers or nails for clear lines.

Combs, cardboard, sticks, etc., may be used for line variety.

The same paper may be used over again by wiping out the image, and occasionally adding more starch and powder color.

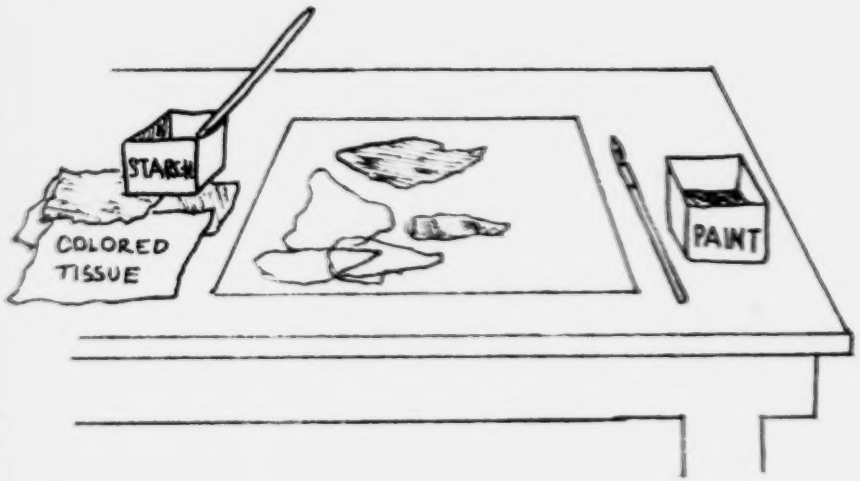
ADDITIONAL ACTIVITIES

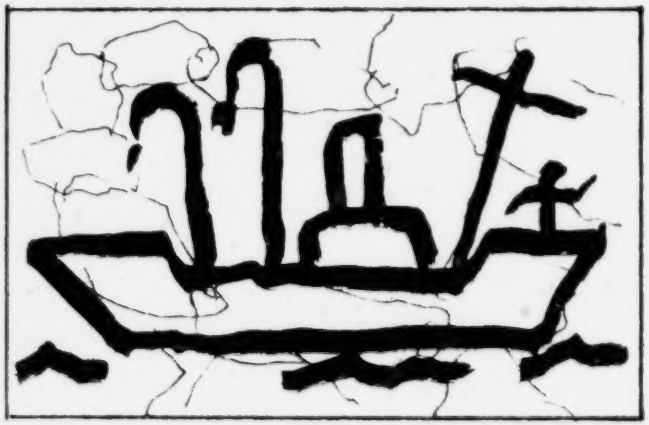
Use several colors with the starch for unusual color effects.

Place newsprint over fingerpainting and draw on back with a crayon or stick for a slightly different result.

If gloss enamel or shelf paper is used, it may be used as an end product. It will be a reverse image of the print

"WE LIVE NEAR A BIG LAKE" Concept 1 Category: WATER





ENVIRONMENTAL PURPOSE

To utilize our city's proximity to Lake Michigan as a point of departure for increasing the children's understanding of fresh water ecology, boat and ship forms.

AESTHETIC PURPOSE

To allow the children to interpret their ideas through an interesting combination of media.

MEDIUM

Brush line over tissue paper design.

PREPARATION--SUBJECT MATTER

Discuss the lake, the pollution of it through many sources, the different types of boats seen on Lake Michigan and smaller lakes and rivers in our area.

MATERIALS

12" x 18" or 18" x 24" manila paper, tissue paper, starch, powder paint

PROPOSED SEQUENCE

Preparing background paper: tear pieces of tissue into a variety of colors and sizes; brush starch over manila paper; adhere pieces of tissue by placing them into the wet starch in a varied arrangement.

Gaining knowledge about the lake and ships through observation and description.

Sketching ideas on newsprint for practice.

Using brush and one color of dark paint to draw large, simplified ship image over tissue paper design.

SUGGESTIONS

Allow some of the pieces of tissue to overlap and form new colors. Do not color the manila background completely.

While black paint will probably provide maximum contrast with the tissue, other colors could be used - even white -- if dark tissues predominate.

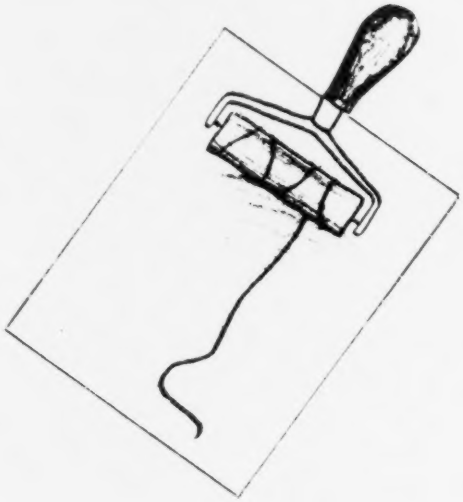
Mount finished picture or press with hot iron to prevent excessive curling of the paper.

ADDITIONAL ACTIVITIES

Attempt easel paintings on a lake or river theme.

Create pictures using cut tissue paper.

CRAYON FIGURE



CUT PAPER FIGURES

ENVIRONMENTAL PURPOSE

To provide an opportunity for a child to react to nature, relating perception through the senses.

AESTHETIC PURPOSE

To combine feelings about a windy March day with a new approach to media.

PREPARATION -- SUBJECT MATTER

Class discussion of the visual and sensory impressions of a windy day. Description and observation of figures dressed for spring weather.

MEDIUM

Gummed tape, cut paper or crayon figures on background prepared with a brayer and string to suggest wind effect.

MATERIALS

12" x 18" manila or light colored construction paper, brayer, powder or casein paint, glass, tagboard or other nonabsorbent surface to roll paint on. Piece of string 12-15" in length, scissors, gummed tape, colored paper or crayons for figures.

PROPOSED SEQUENCE

Preparing brayer and string background. (Charge brayer with paint, wind string around it, roll color lightly on background paper.)

Sketch figures and other wind-blown objects on newsprint.

Superimpose figure forms in cut paper, gummed tape, or crayon.

SUGGESTIONS

If brayer is unavailable, any firm cylindrical form (mailing tube, oatmeal box, paper cartridge) may be used.

Figures should be large and show some action, i.e., walking, running, flying kites, hanging clothes, etc.

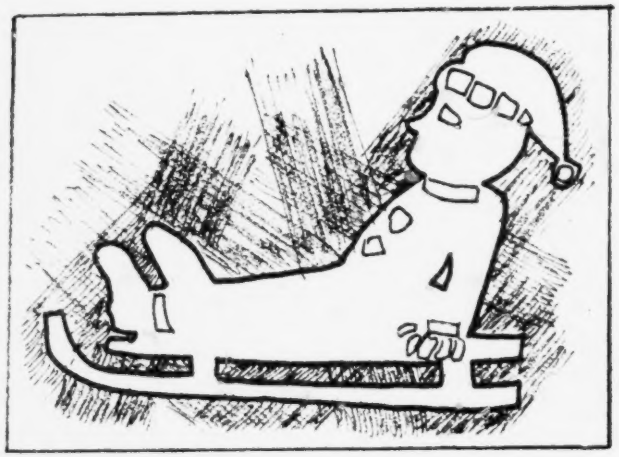
ADDITIONAL ACTIVITIES

A crayon resist activity where white or yellow crayon lines are used to indicate wind forces, could be substituted.

Other weather interpretations -- spring rain, a foggy day, etc., could be attempted.

SPONGE OVER CUT OUT SHAPE

CRAYON FOR DETAIL



BRAYER OVER SHAPE

GUMMED TAPE FOR DETAILS

ENVIRONMENTAL PURPOSE

To stress self-involvement in a seasonal, figure-oriented activity.

AESTHETIC PURPOSE

To expand the child's ability to manipulate tools and materials and to explore design possibilities.

MEDIUM

Paint applied over cut-out paper template (a modified stencil process).

MATERIALS

Background - 12" x 18" or 18" x 24" colored construction paper
Cut-out shape - 12" x 18" newsprint or manila
Paint - white powder or tempera
Applicator - brayer or sponge (1 or 2 per class)
Enhancement - gummed tape or crayons

PREPARATION--SUBJECT MATTER

Discuss winter activities -- how we dress, what we do (playing, running, sledding, skating), how we look.

PROPOSED SEQUENCE

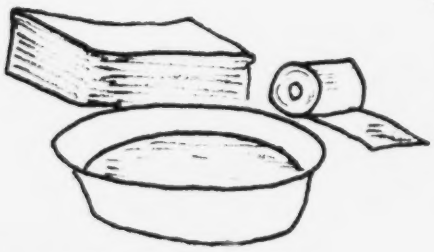
Adequate subject matter preparation and motivation.
Draw figure on manila or newsprint, using scissors to cut out form, placing cut-out template over dark background paper.
Use sponge or brayer to apply white paint over cut-out form.
Use crayons or gummed tape to provide color accents.

SUGGESTIONS

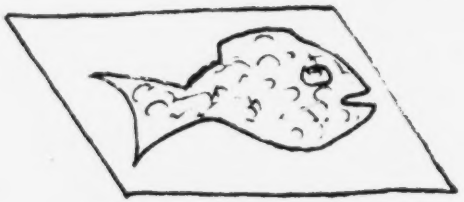
Direct cutting could supplant the preliminary drawing if children are reminded not to make head too large.
Stress a large, bold, and active figure involved in a specific activity.
Paint should be thick so textures will result and paint will not run under template.

ADDITIONAL ACTIVITIES

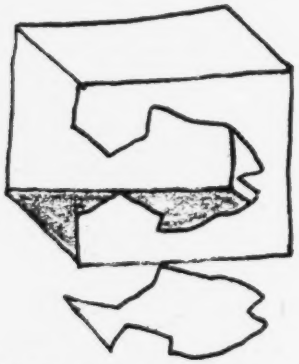
Create a community mural of winter activities by attaching the used templates onto wrapping paper painted blue or black, or on bulletin board of dark colored paper.



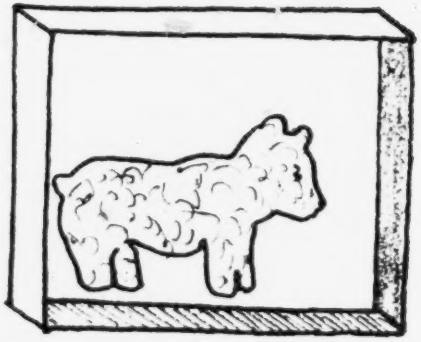
PREPARING PULP



FORMING PULP ON FLAT CARDBOARD



ON CUT OUT CARDBOARD



OR IN A SHALLOW BOX

ENVIRONMENTAL PURPOSE

To provide the opportunity to explore a subject from our wilderness environment as artistic expression.

AESTHETIC PURPOSE

To introduce a simple concept of texture; the rough and varied surface quality of animal fur, fish scales, etc.
To introduce a readily available manipulative material.

MEDIUM

Paper pulp relief sculpture.

PREPARATION -- SUBJECT MATTER

A selection of subject matter from the world of fish or animal life is suggested. Knowledge of them, their habitats and their place in the balance of nature may be gained through class discussion, films, observation and actual specimens from the museum.

MATERIALS

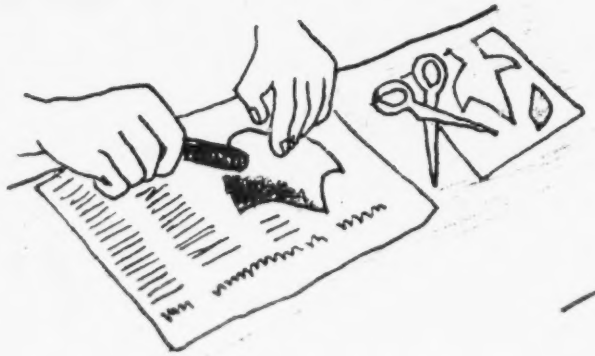
Paper pulp (Tear newspaper into small pieces or unroll toilet tissue into a pail or container. Add just enough water to cover the paper. Allow to soak and disintegrate into its original paper pulp state. The pulp may be kept indefinitely in this state until it is used.) At that time the adhesive (flour or wheat paste) is added, cardboard for the base (chipboard, corrugated cardboard or a gift box cover), tempera paint.

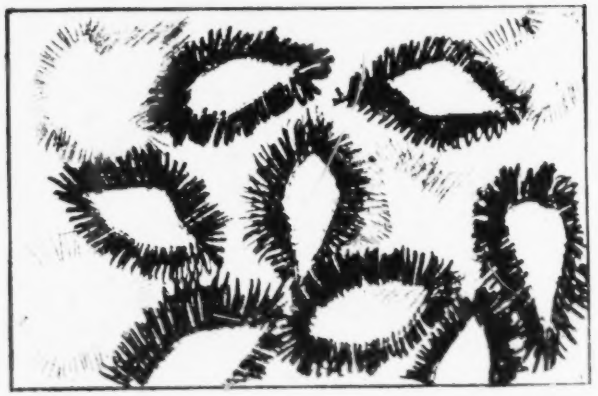
PROPOSED SEQUENCE

Preparing paper pulp (see above).
Acquiring cardboard for base.
Discussion, observation, and practice sketches.
Drawing fish or animal form on cardboard.
Taking a piece of pulp about the size of an orange, squeezing out any excess water, and applying a layer of pulp within the drawn outline.
Modeling surface as desired to form scales, fur, etc.
Allowing to dry, applying paint, finishing as desired.

ADDITIONAL ACTIVITIES

The work may be shellacked for a more permanent finish.
Form could be cut out and pulp applied to both sides for mobile or other sculptured presentation.
Surrounding the forms with sea weed, trees, etc., modeled from pulp for interest and variety.
Grouping forms for "undersea" or "forest" mural.





ENVIRONMENTAL PURPOSE

To promote an awareness of the use of natural forms from our wilderness environment as artistic expression.

AESTHETIC PURPOSE

To introduce a method of repeating an interesting, natural shape.

MEDIUM

Chalk stencil rub-off.

PREPARATION -- SUBJECT MATTER

Natural shapes, such as leaves, work well with the chalk stencil process. Children should be encouraged to bring in and discuss the shapes and colors of leaves.

MATERIALS

Colored chalk, 12" x 18" colored paper, 9" x 12" manila, scissors.

PROPOSED SEQUENCE

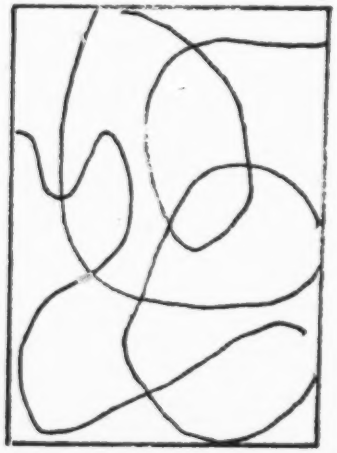
Collecting and discussing beauty of nature forms such as leaves.
Drawing several different leaf shapes on 9" x 12" manila.
Choosing 2 or 3 interesting shapes to be cut out.
Placing cut-out on old newspaper, apply chalk to edges.
Using finger or piece of cotton or tissue, rub the chalk out from the center of the stencil, over the edges, and onto the drawing paper.
Repeating the process until an interesting over-all effect is obtained.

SUGGESTIONS

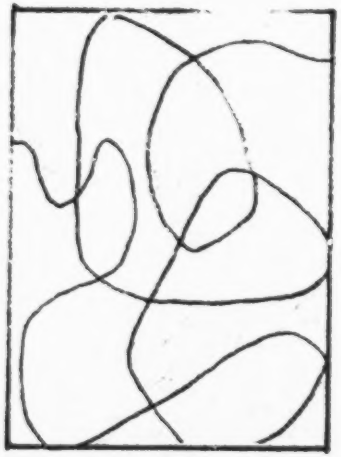
A successful result may be achieved with only one color, or with as many as three.
In like manner, one shape or a variety of shapes could be employed.
If more than one leaf shape is used, consider variety in shapes and sizes.
Encourage a variety of placement and overlapping positions.
Hold cut out shape firmly during rub-off process.
Both positive and negative shapes -- the cut-out and its counterpart -- may be combined for interesting results.

ADDITIONAL ACTIVITIES

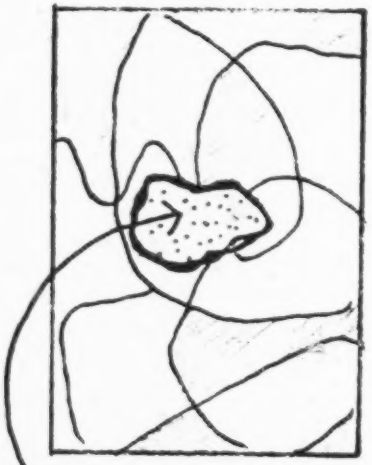
Other subject ideas: butterflies, geometric shapes, torn shapes.
If chalk is unavailable, a somewhat similar effect may be obtained by substituting crayon and using a pencil eraser to transfer the color, or through the substitution of dry tempera powder.



LINE SCRIBBLE DESIGN



ADDING COLOR WITH CRAYONS



POUR STARCH
ADD POWDER PAINT

WORK FINGERPAINT OVER CRAYON

ENVIRONMENTAL PURPOSE

To provide an experience that encourages the child to discover relationships in nature and constantly changing and emerging cloud patterns.

AESTHETIC PURPOSE

To present an activity that will help develop and coordinate the child's arm, hand, and finger movements.

MEDIUM

Fingerpainting over crayon scribble.

PREPARATION -- SUBJECT MATTER

There is no preparation other than obtaining necessary materials.

MATERIALS

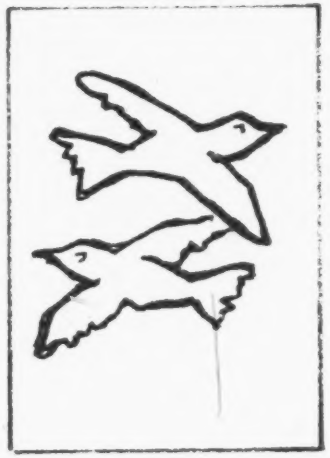
Crayons, 9" x 12" or 12" x 18" manila paper, liquid starch, powder paint.

PROPOSED SEQUENCE

Using one color of crayon to divide paper for scribble design.
Selecting colors and applying crayon colors to design.
Pouring small amount of liquid starch in center of crayon design.
Spreading starch over surface, adding and mixing powder paint into starch.
Using heels of hand, fingertips, etc., to form cloud patterns by revealing crayon colors through fingerpaint.

ADDITIONAL ACTIVITIES

The children could form images of houses, figures, birds, etc., in fingerpaint below the sky area.
Experiment with other fingerpaint processes.



CRAYON DRAWING

APPLYING PAINT

FINISHED WORK

ENVIRONMENTAL PURPOSE

To increase awareness of the necessity for clean air to support living organisms.

AESTHETIC PURPOSE

To provide a new technique for representing the concept of a bird.

MEDIUM

Crayon drawing on gloss paper, finger painting over.

PREPARATION -- SUBJECT MATTER

The suggested subject is birds in flight. Familiarity with birds and their environments can be gained by observation and study of real birds, mounted specimens, charts, and informational reading.

MATERIALS

9" x 12" or 12" x 18" gloss enamel paper or shelf paper, crayons, powder paint, liquid laundry starch.

PROPOSED SEQUENCE

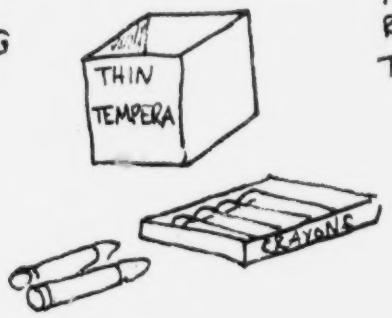
Becoming informed about bird forms.
Sketching of birds on gloss paper with one crayon.
Applying color to the initial sketch using strong crayon strokes.
Mixing of finger paints. (Add powder paint to liquid laundry starch, you may thin with water.)
Applying finger paint with hand design.
Lay flat and let dry. (Press under books or iron if edges turn up.)

ADDITIONAL ACTIVITIES

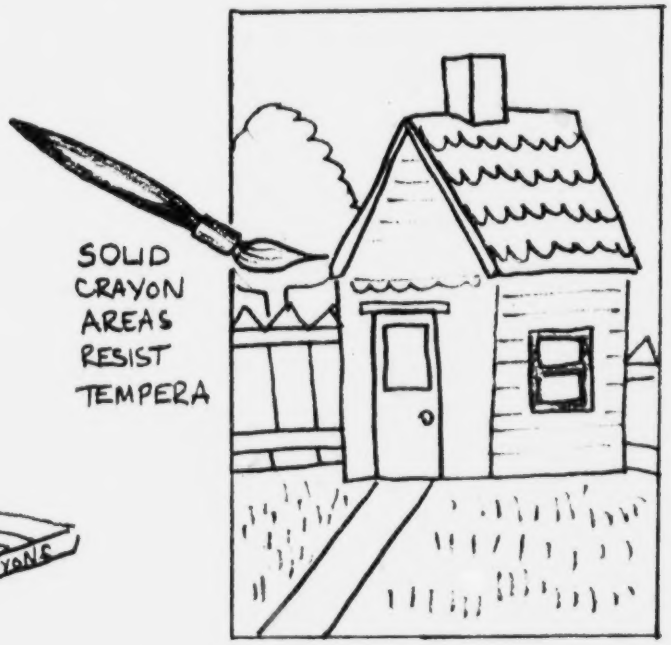
Work may be mounted on colored paper and used as Mother's Day cards.
Other subjects: flowers, butterflies, insects, etc.

WE LIVE IN A MAN-MADE ENVIRONMENT

DETAILED CRAYON DRAWING



SOLID CRAYON AREAS RESIST TEMPERA



ENVIRONMENTAL PURPOSE
To increase awareness of familiar surroundings.

AESTHETIC PURPOSE
To explore special effects created by a semi-opaque wash over crayon.

MEDIUM
Crayon resist using a thin tempera paint wash.

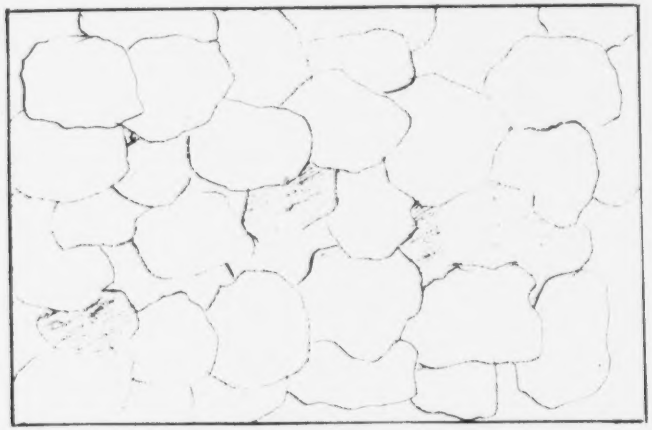
PREPARATION -- SUBJECT MATTER
Discussion of friend's house, surroundings, who lives there, etc.

MATERIALS
Manila paper 12" x 18", crayons, thin tempera paint or slightly diluted powder paint in a light tone or a dark tone, brush.

PROPOSED SEQUENCE
Drawing house and surrounding forms (trees, garage, fence, people) in crayon.
Use strong colors to decorate the forms.
Children may use light colors (with a final dark wash) or deep colors (light wash).
Washing over with the thin tempera paint using the opposite value as suggested above.

SUGGESTIONS
Be sure that the tempera paint is thin enough so that the crayon forms will show through.

ADDITIONAL ACTIVITIES
Making a long panel of several drawings pieced together.
Suggesting seasons by choice of colors for washes.



ENVIRONMENTAL PURPOSE

To encourage awareness and observation of the immediate environment.

AESTHETIC PURPOSE

To combine media in a stimulating, colorful and successful activity.

MEDIUM

Colored gummed tape line over torn colored paper.

PREPARATION -- SUBJECT MATTER

Discussion of the characteristics of neighborhood houses.
Encourage the children to describe their own homes.

MATERIALS

Gummed tape, background paper (12" x 18" manila), colored construction paper, paste, scissors.

PROPOSED SEQUENCE

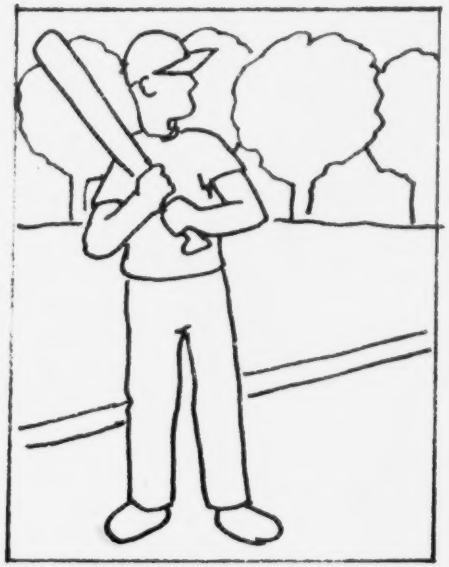
Preparing background by tearing shapes of colored paper and pasting on manila paper. The shapes need not cover the background manila completely.
Stimulating children to think about their houses.
Using strips of gummed tape applied over the colored paper to describe their homes.

SUGGESTIONS

For the background, consider the use of limited colors, pastel colors, or "friendly colors," if paper supply allows such choices.
Remind children to make houses large and to relate the shape of their houses to the shape of their paper, i.e., tall houses on paper placed vertically, etc.
Help children to remember "details" of their houses such as television antennae, fences, etc.
Be sure to use gummed tape which contrasts with background colors. Dark tape on predominately light background colors or light tape on dark colors.
Encourage children to cut gummed tape into a variety of thinner widths.

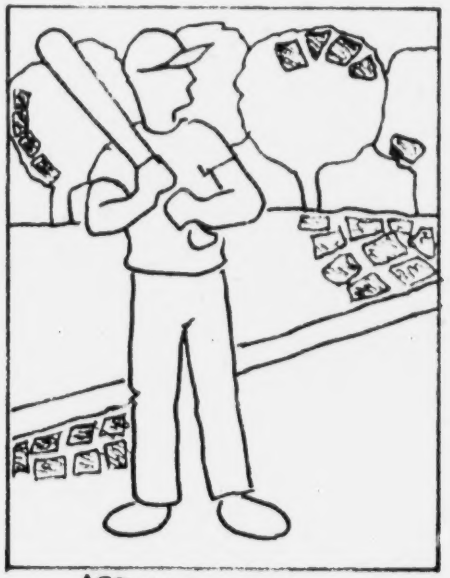
ADDITIONAL ACTIVITIES

Make a "street mural" by forming a long horizontal panel of the children's work pieced together.
Experiment with other background ideas -- tissue, crepe paper, paint areas.



CRAYON DRAWING

GUMMED TAPE IN VARIOUS COLORS



APPLYING TAPE

ENVIRONMENTAL PURPOSE

To take advantage of the motivating power of children at play at a nearby park to heighten visual awareness of the environment.

AESTHETIC PURPOSE

To introduce an activity which provides the experience of hand manipulation.

PREPARATION -- SUBJECT MATTER

Discussion of what we would see around us at the park. Other people, nature forms and man-made forms such as swings, buildings, ball diamonds could be pointed out.

MATERIALS

Gummed paper tape in colors available, water pans, scissors, 12" x 18" colored construction paper.

PROPOSED SEQUENCE

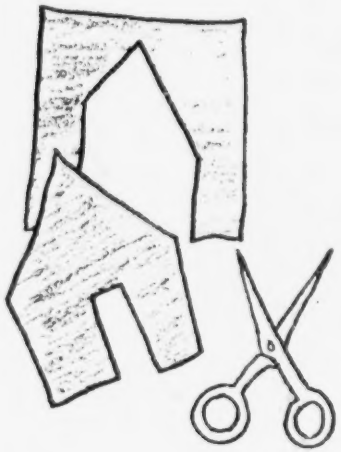
Observation, description, and discussion of the subject.
Breaking down the subject into specific examples.
Crayon drawings as a preliminary would be an excellent help.
Experimentation with the cut pieces, laying them out "dry" on the paper. (You can chalk outline on paper first, if desired.)
Pasting in place. Adding ornamentation and details.

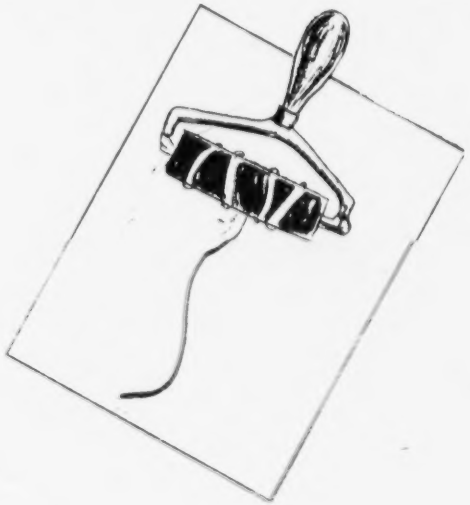
SUGGESTIONS

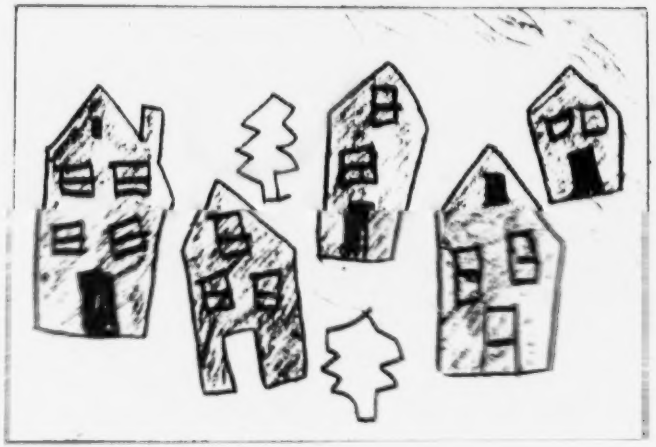
Choose one aspect of things discussed and work as large as possible for ease of pasting and clarity of the representation.

ADDITIONAL ACTIVITIES

Making of a long panel of several drawings pieced together.
Other subject possibilities include: signs of spring, playground play, spring sports, riding on wheels on the sidewalks, etc.







ENVIRONMENTAL PURPOSE

To stimulate an awareness, in the child, of his neighborhood environment and his relationship to it.

AESTHETIC PURPOSE

To present an activity providing seasonal motivations and involving the organization and manipulation of a variety of materials and techniques.

MEDIUM

Cut paper shapes over string and brayer ground.

MATERIALS

Colored construction paper (12" x 18" or larger for backgrounds, smaller sizes for cut out forms), scissors, brayer, white powder or casein paint, tagboard, cookie tin, or other nonabsorbent paper to roll paint on, piece of string or yarn 12-15" in length, crayons.

PREPARATION -- SUBJECT MATTER

Discussion of neighborhood -- what they see, what they like or dislike about it.

Discussion of houses -- sizes, colors, shapes.

PROPOSED SEQUENCE

Preparing brayer and string background (charge brayer with paint, wind string around it, charge with additional white paint, roll color lightly on background paper).

Cutting house and tree shapes from colored paper pasting on background.

Adding house details (windows, doors, brick or wood indications, etc.) with crayon.

SUGGESTIONS

The houses can either be cut directly or around a drawn crayon line.

Dark colors -- blues, blacks, greys, are best for backgrounds, one light, bright color of paper is suggested for the houses.

Vary sizes and shapes of houses.

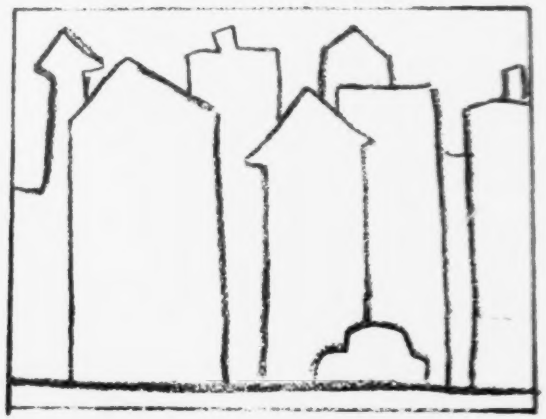
Fill empty areas with tree shapes.

ADDITIONAL ACTIVITIES

Spatter some white paint over assembled sections for snowstorm effect.

Houses could be given 3-dimensional aspects or fashioned from boxes.

Try cut paper for other subject ideas -- stories, etc.



CRAYON LINES OVER PAINTED SURFACE

ADDING DETAILS - STRENGTHENING LINES - CUTTING OUT SKYLINE

ENVIRONMENTAL PURPOSE

To provide an increased awareness of environmental forms in our urban setting.

AESTHETIC PURPOSE

To introduce a free and experimental use of paint and brush.

MEDIUM

Crayon line over a freely painted surface.

PREPARATION -- SUBJECT MATTER

A class discussion of business and industrial areas, the buildings, traffic, pedestrians, street lights, store fronts, signs, etc., would provide motivation.

MATERIALS

12" x 18" or 18" x 24" manila or white paper, crayons, paints, brush, water container, scissors.

PROPOSED SEQUENCE

Use brush and either watercolor or tempera paint to enhance a paper's surface with a wide range of colors.

Encourage the class to think about the appearance of large building forms and of the best way to interpret the feeling of a big city.

Draw large buildings over the painted surface with crayons.

Add details for interest -- windows, doors, autos on street, trees, etc.

Consider whether cutting away roofline and pasting composition on black or other colored construction paper might provide a more interesting result.

SUGGESTIONS

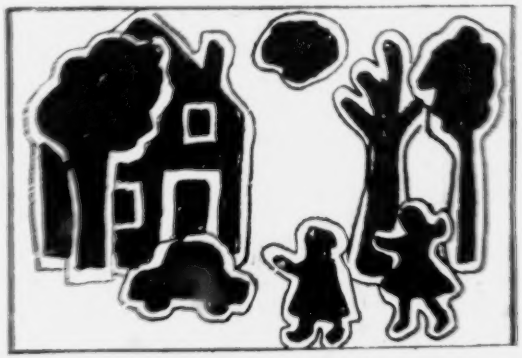
Do not "scrub" with the paintbrush or the colors will lose their freshness.

Go over each crayon line several times to strengthen the image.

Add windows and patterns to some buildings, leave others plain for variety.

ADDITIONAL ACTIVITIES

Note the different interpretations of the same subject which are possible.



ENVIRONMENTAL PURPOSE

To enable the child to become increasingly aware of the shapes and forms in his environment and react to a seasonal theme.

AESTHETIC PURPOSE

To present a challenging and rewarding paper cutting experience which includes organizational, manipulative, and compositional opportunities.

MEDIUM

Paper cutting.

PREPARATION -- SUBJECT MATTER

Encourage children to recall the appearance of their neighborhood in winter. Observation and word description of trees, houses, fences, etc., will provide subject matter ideas.

MATERIALS

A sheet, 12" x 18", black, white, and grey paper for each child, scissors, paste.

PROPOSED SEQUENCE

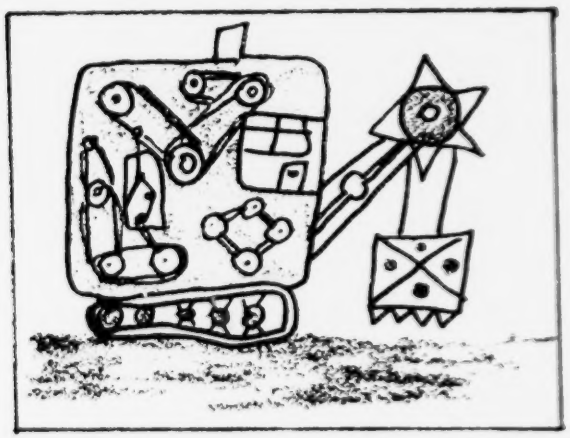
Discuss and observe subject matter.
Distribute one sheet of paper (black, grey, or white) to each child.
Draw a variety of ideas in chalk, crayon, or pencil.
Cut out ideas, paste on second sheet of paper, and cut out again leaving a small border ($\frac{1}{2}$" or so) of the second color exposed around the original cutout.
Paste newly cut out forms on third piece of paper.

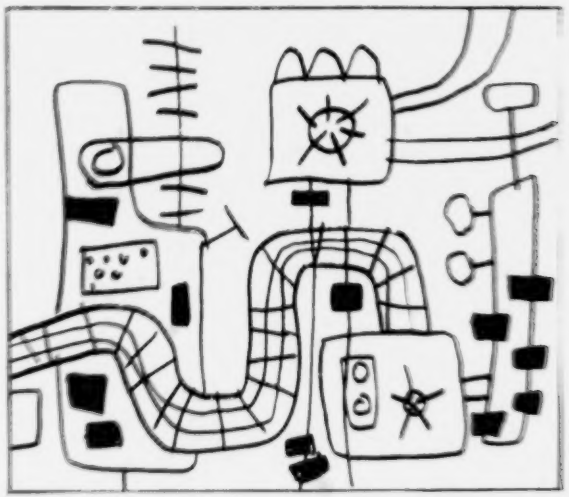
SUGGESTIONS

Remember! Each child needs three sheets of paper and any combination is possible, i.e., black (shape) on white (border) on grey (background), grey on black on white, etc.
Small scraps can be utilized for rocks, clouds, bushes, figures, etc.
Point out need to overlap some shapes to increase effect. While white paper was mentioned as a material to be ordered especially for this activity, manila or white newsprint could be substituted if needed.

ADDITIONAL ACTIVITIES

This activity could be expanded into a mural form.
Try spatter painting over the finished composition for a snow storm effect.





ENVIRONMENTAL PURPOSE

To increase awareness of industrialization and how it affects our lives.

AESTHETIC PURPOSE

To channel the child's natural curiosity about mechanical forms into an interesting linear design.

MEDIUM

Crayon line drawing.

PREPARATION -- SUBJECT MATTER

Stimulate the child's interest in the ability of their wind-up toys, electric trains, etc., to move. Expand this curiosity to automobiles, airplanes, and home appliances. Motors and machines and the wheels, gears, wires, etc., should provide many interesting ideas for the children to portray.

MATERIALS

18" x 24" or 12" x 18" manila paper, one dark crayon.

PROPOSED SEQUENCE

Whetting the child's curiosity about machines through discussion, description, and observation.

Using a dark color of crayon to fill the paper with freely drawn forms based on mechanical sources.

Deciding whether to leave as is or to add colors and shapes for further design emphasis.

SUGGESTIONS

Encourage the children to include a wide variety of sizes and shapes in their line drawing.

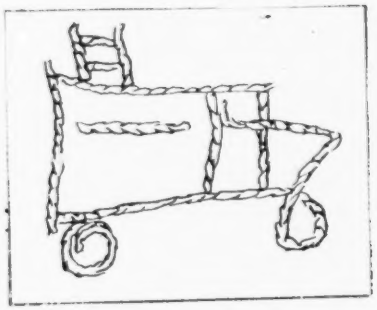
The imaginative and fanciful aspects of this activity should be stressed.

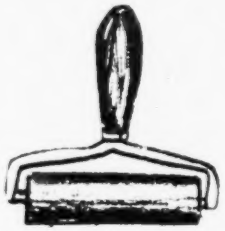
If the child's crayon drawing is quite light, he should be encouraged to go over the lines for bolder emphasis.

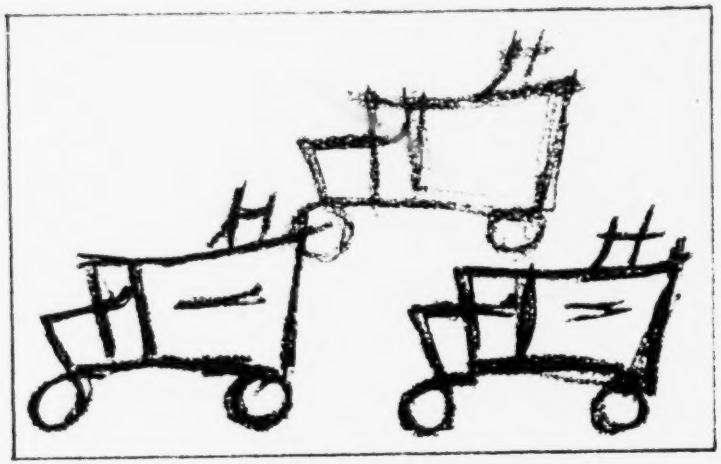
ADDITIONAL ACTIVITIES

If a more colorful design is desired, the enclosed spaces of the "machine parts" could be filled in with stick printing, cut shapes of sticky tape, etc.

The idea of an imaginative machine might be expanded into 3-dimensional box constructions.







ENVIRONMENTAL PURPOSE

To increase awareness of transportation as it affects our environment.

AESTHETIC PURPOSE

To introduce a simple printing process which involves the interpretation of a subject that will be of interest to the class.

MEDIUM

Printing with cotton roving

PREPARATION -- SUBJECT MATTER

The suggested subject for this activity is the methods of transportation in our country today. Stories, pictures, toys brought from home, and discussion of this area should stimulate interest and expand understandings of land, sea, and air vehicles and the problems they create. Cars, trucks, trains, airplanes and ships all could be subjects for this experience.

PROPOSED SEQUENCE

Stimulate class to think and learn about the type of transportation vehicle they would like to represent.

Obtain necessary materials.

Draw subject idea with one color of crayon on chipboard, tagboard, or heavy construction paper.

Spread paste along drawn line and press roving into the paste until dry.

Use brush to apply paint to the pasted roving.

Place sheet of manila or construction paper on painted roving and press with hand to transfer paint.

SUGGESTIONS

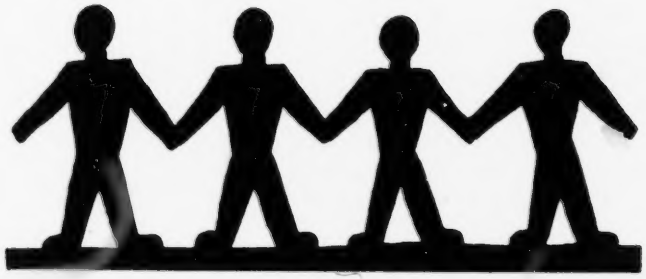
Use generous amount of paste to avoid loosening of the roving during the painting and printing process. Appearance of the plate or color of the roving is not a factor in the printed result.

Use bright colors of paint to print on dark colored paper or dark colors for manila or light-toned paper.

ADDITIONAL ACTIVITIES

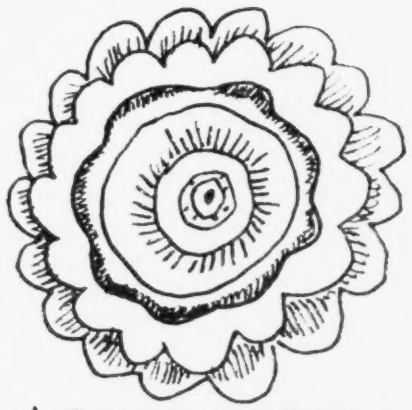
Try creating an all over design by multiple printing on a large sheet of manila or black paper. More than one color might be utilized in this experience.

Organize a community mural with each child printing his contribution on wrapping paper or by combining individual prints on the bulletin board.

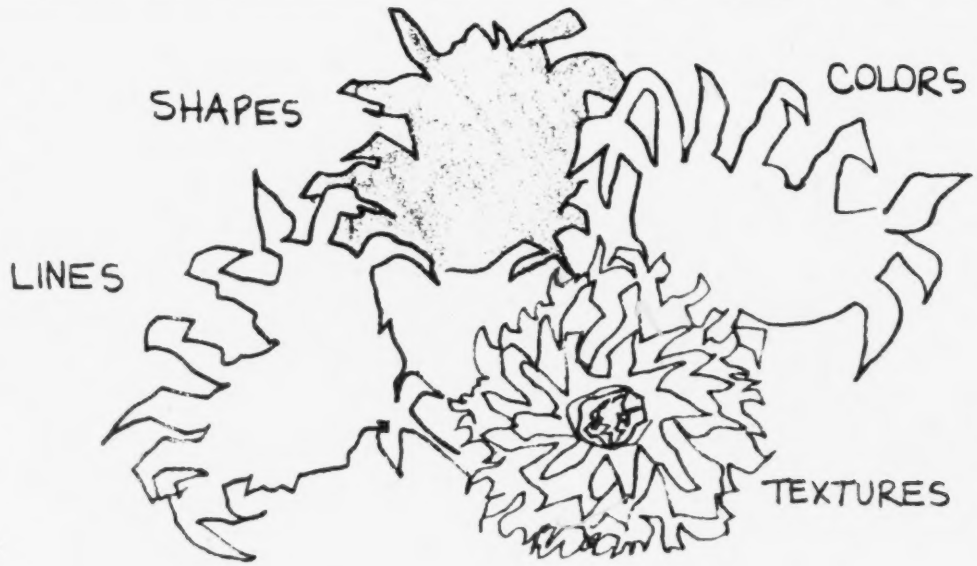


WE HAVE AN INNER ENVIRONMENT

SEE AND DISCOVER: A FLOWER | Concept 8 | Category: AWARENESS



A FLOWER IS A DESIGN



ENVIRONMENTAL PURPOSE

To discover relationships between nature and art through the extension of a child's level of visual awareness and understanding.

AESTHETIC PURPOSE

The beauty of flower forms will be the point of departure in developing ways to use our eyes to better advantage as we explore ways to transfer visual impressions into meaningful art expression.

PREPARATION -- SUBJECT MATTER

A discussion of the kinds of flowers that we see and enjoy during the spring and summer stressing the variety in nature will provide motivation. Talk about shapes and sizes, colors, patterns of flowers, etc.

MEDIUM

The emphasis of this experience will be toward heightened visual understanding, but possibilities for art experiences in basic crayon and paint and paper media are suggested to reinforce verbal information.

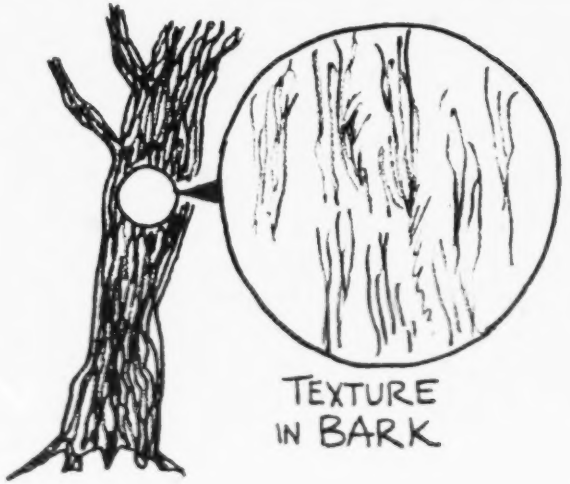
FOLLOW-UP ACTIVITIES

Remind children of how much beauty nature can provide for our discovery and enjoyment.

Suggest how nature can play an important part in the understanding of art . . . and of how art can play an important part in the understanding of nature.

Discuss how the elements of art relate to the forms of nature: lines in stems, the veins of leaves, designs on petals; shapes in the petal and leaf forms; textures in the touch of a petal or other flower parts; colors in petals, leaves, etc.

Provide the opportunity for an effectual art experience based on these ideas, or other art processes with available media.



ENVIRONMENTAL PURPOSE

To discover relationships between nature and art through the extension of a child's level of visual awareness and understanding.

AESTHETIC PURPOSE

The beauty of tree forms will be the point of departure in developing ways to use our eyes to better advantage as we explore ways to transfer visual impressions into meaningful art expression.

PREPARATION -- SUBJECT MATTER

A discussion of the kinds of trees around your school building stressing the variety in nature will provide motivation. Talk about tree and leaf shapes and sizes, lines in branches, etc.

MEDIUM

The emphasis of this experience will be toward heightened visual understanding, but art experiences in basic crayon and paint media are suggested to reinforce the verbal information.

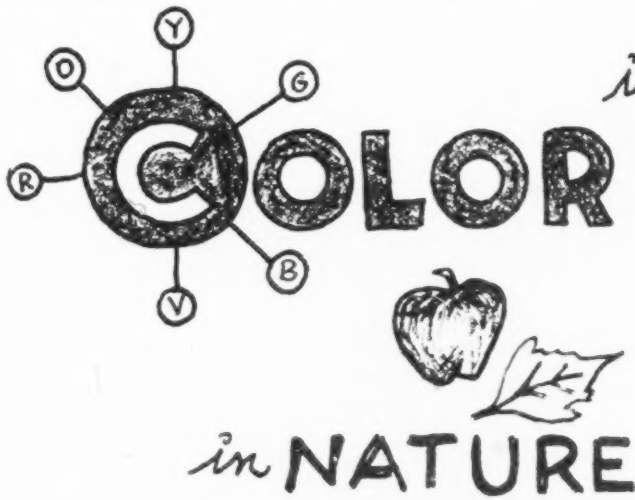
FOLLOW-UP ACTIVITIES

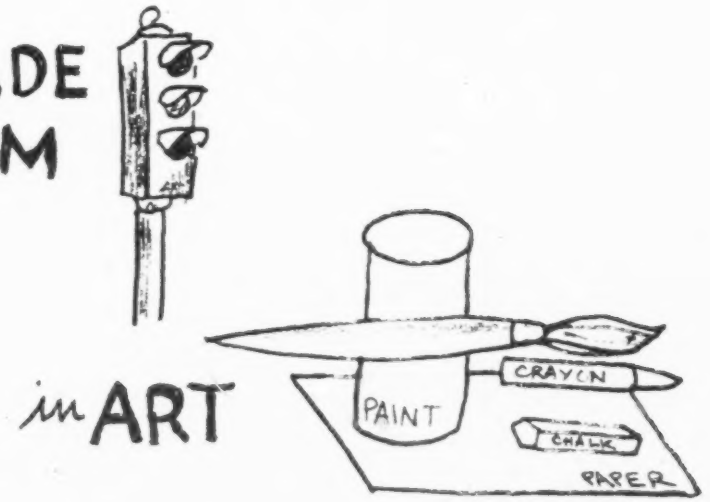
Remind children of how much beauty nature can provide for our discovery and enjoyment.

Suggest how nature can play an important part in the understanding of art . . . and of how art can play an important part in the understanding of nature.

Discuss how the elements of art relate to the forms of nature: lines in trunks, branches, twigs, the veins of leaves, etc.; shapes in the form of the tree, the design of a leaf; textures in the bark of trees; colors in leaves, trunks, etc.

Provide the opportunity for an effectual art experience based on these ideas, or other art processes with available media.





ENVIRONMENTAL PURPOSE

The child gains understanding of the world in which he lives primarily through his sense of vision.

This experience attempts to provide children with visual understandings that should broaden awareness and build more discriminate perception of the natural and man-made forms that surround us.

As we explore the child's world, the surrounding forms can be reduced to their component elements.

AESTHETIC PURPOSE

The important element of COLOR -- as we find it in nature, as we observe it in man-made form, and as we are able to employ it in our own artistic expression -- will be the specific subject of this experience.

PREPARATION -- SUBJECT MATTER

Art experiences in basic crayon and paint media are suggested to reinforce the verbal information.

PROPOSED SEQUENCE

Discuss:

Where do we find color?
on things, in nature, from light, on clothing

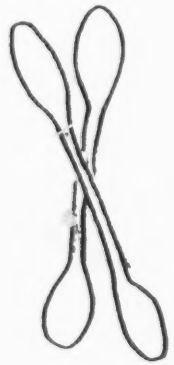
Is color an important part of a thing? How important? What about a world without color -- a lemon that wasn't yellow, an apple that wasn't red or green, an orange that wasn't orange?

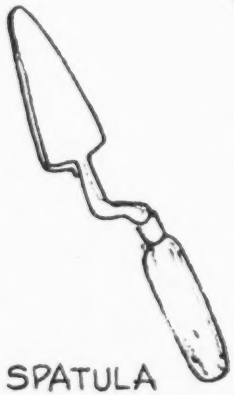
What colors do we know? What colors can we make? the names of colors, the creating and mixing of colors from paint, crayon, chalk, cellophane, tissue paper, etc.

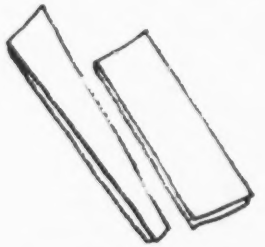
How are colors different?
An object may be many different colors.
A color can be light or dark, bold and bright, hazy and dull, etc.
What other words can describe colors?
What colors do you like? Why?

How can we use colors?
To make us feel happy? Sad? How else?
To make things look real -- to make things look unreal.

Encourage a free and experimental use of color in the children's paintings, but encourage them to consider color relationships and to explore color variations.

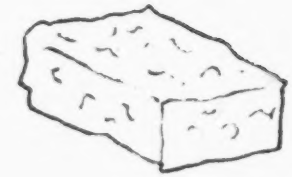

SWABS


SPATULA


CARDBOARD

STICKS

BRAYER


SPONGES

ENVIRONMENTAL PURPOSE

To introduce alternative methods of painting with a variety of materials enabling the child to make value judgements about them.

AESTHETIC PURPOSE

To offer relief from some of the restrictions imposed by the limitations inherent in any one painting tool.

MEDIUM

Powder paint and one or more of the "Painting with Things" tools.

PREPARATION -- SUBJECT MATTER

Teachers can widen children's horizons by helping them to respond to the thousand-and-one wonders around them; therefore, it is suggested that the subject be "An Interesting Corner". This corner may be at any location in the school building.

MATERIALS

Powder paint, 18" x 24" or 12" x 18" manila or colored paper, any one or combination of "Painting with Things" tools. A combination would be most desirable.

PROPOSED SEQUENCE

Visit areas in school building and discuss what makes a corner interesting. It may be patterns large and small, patches of sunlight and cast shadows, reflections in a fish tank or lines wide, long, thin, or thick. It may be varied textures that feel rough or smooth or grains in wood, colors that are alike or different.

Begin collecting and the making of "things" with which to paint.

Choose the "things" and recall, what-did-you-really-see, put all together that make a corner interesting.

SUGGESTIONS

Stress the why of one corner being more interesting than another.

Stress the discovering of being able to paint with things other than a brush.

ENVIRONMENTAL PURPOSE

To provide children with visual understanding that should broaden awareness and build more discriminate perception of the natural and man-made forms that surround us.

AESTHETIC PURPOSE

To explore the child's world and reduce these surrounding forms to their component elements.

PREPARATION -- SUBJECT MATTER

The important element of LINE as we find it in nature, as we observe it in man-made form, and as we are able to employ it in our own artistic expression will be the specific subject.

Art experiences in basic crayon and paint media are suggested to reinforce verbal information.

FOLLOW-UP ACTIVITIES

Remind children where lines are to be found.

In Nature: ANIMALS -- feathers, hair, features, etc.
PLANTS -- branches, bark, leaves, grass, etc.
MINERALS -- rocks, earth, shells, etc.

In Man-Made Form:

BUILDINGS -- stairways, bricks, TV antennas, etc.
MACHINES -- wheels, gears, belts, instruments, etc.
CLOTHING -- stripes, plaids, pleats, folds, etc.
MISCELLANEOUS -- fences, wires, road signs, etc.

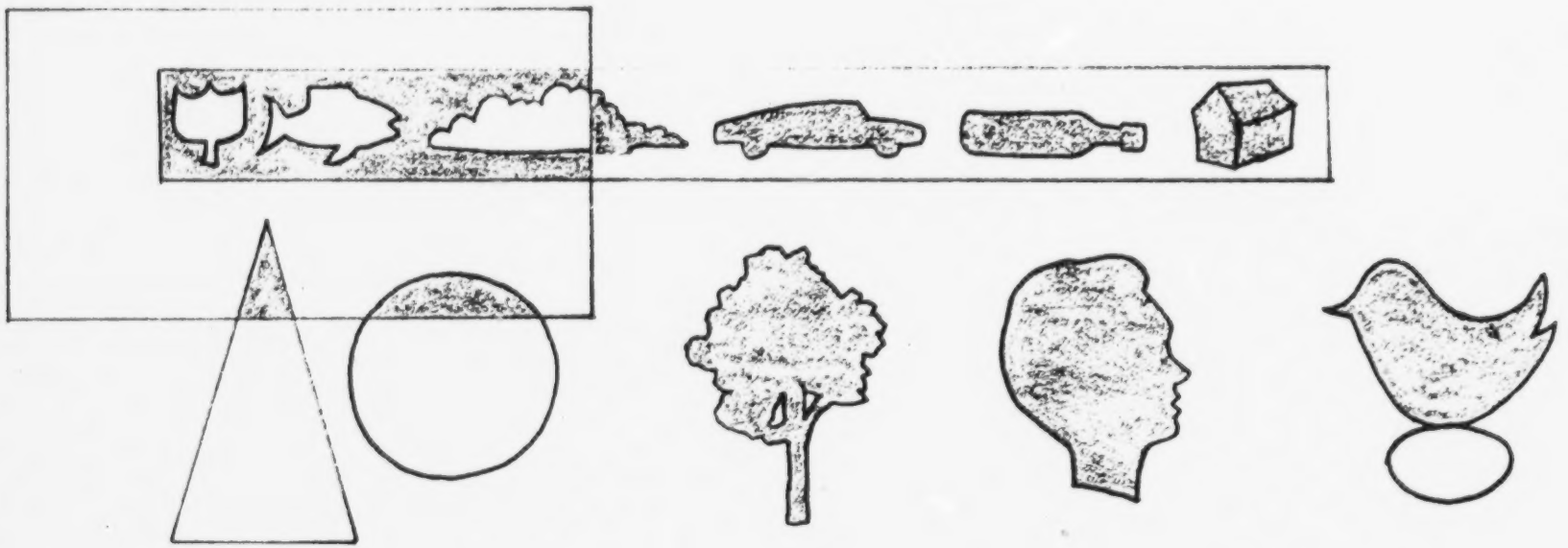
Suggest how lines may vary.

long	thin	straight	broken	dark value
short	thick	curved	bold	light value

Discuss what tools the children can use to create lines: crayon, pencil, brush, chalk, sticks, yarn, wire, toothpicks, etc.

Encourage the children to discuss the lines to be observed in their classroom, on their clothing, out the window. Remind them to employ a wide variety of lines in related drawings, picturemaking, and design activities.

SHAPE



ENVIRONMENTAL PURPOSE

To provide children with visual understandings that should broaden awareness and build more discriminate perception of the natural and man-made forms that surround us.

AESTHETIC PURPOSE

To explore the child's world and reduce these surrounding forms to their component elements

PREPARATION -- SUBJECT MATTER

The important element of SHAPE as we find it in nature, as we observe it in man-made form, and as we are able to employ it in our own artistic expression will be the specific subject.

Art experiences in basic crayon, paint, and cut paper media are suggested to reinforce verbal information.

FOLLOW-UP ACTIVITIES

Remind children of where a wide variety of shapes are to be found.

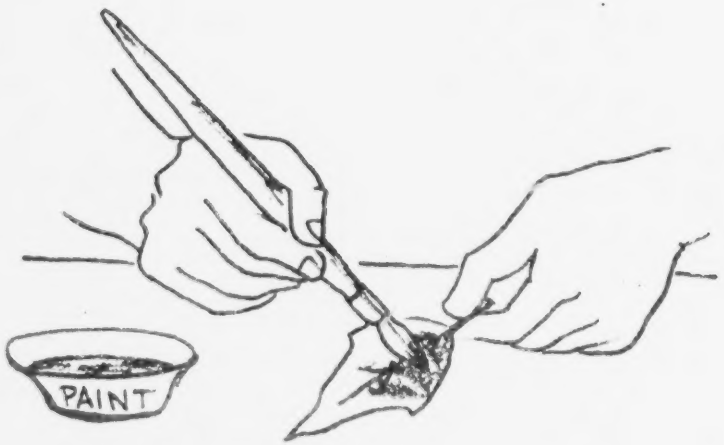
In Nature: flowers, trees, leaves, rocks, bananas, clouds, people, etc.

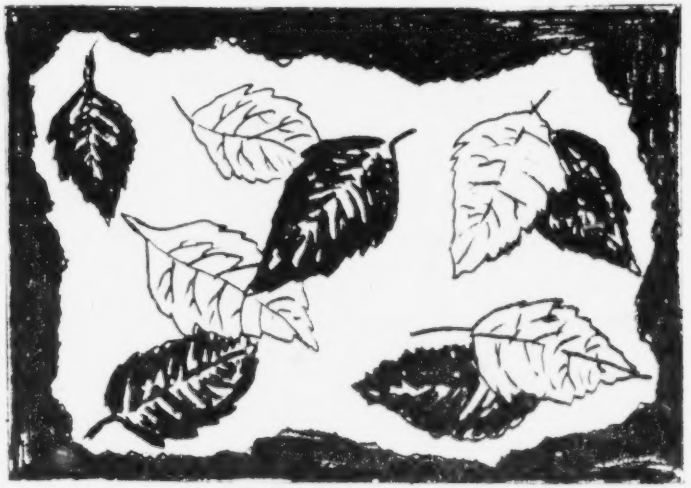
In Man-Made Structures: houses, cars, boxes, bottles, dishes, balls, etc.

In Creative Art: at the easel, while cutting and pasting, by design and by accident.

Discuss how we recognize objects by their distinctive shapes, how a silhouette or shadow picture tells us how we look from the side, how we have names for certain kinds of shapes -- squares, circles, triangles.

Encourage the children to be aware of the shapes they are creating as they cut, draw, paint, and construct with art materials.





ENVIRONMENTAL PURPOSE

To encourage awareness of the beauty in natural forms from our environment.

AESTHETIC PURPOSE

To encourage awareness of the importance of selection, arrangement, and repetition in an art experience.

MEDIUM

Using the leaf as a vehicle for a direct relief print.

PREPARATION -- SUBJECT MATTER

Ask the children to bring a variety of leaf forms to class.
To prevent curling, the leaves should be pressed between pages of newspapers, books, or magazines.

MATERIALS

12" x 18" colored construction paper, powder paints, easel brushes.

PROPOSED SEQUENCE

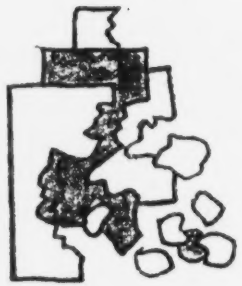
Collecting and pressing leaf shapes, selecting most interesting for first painting effort.
Using easel brush to paint veined side of leaf with color of powder paint that contrasts with colored paper.
Placing leaf on paper, covering with small piece of newspaper, applying pressure with hands.
Lifting leaf, moving to new location, pressing as before.
Applying additional paint when needed and repeating process.
Introducing 2nd color and/or 2nd leaf shape and continuing printing process until design seems complete.

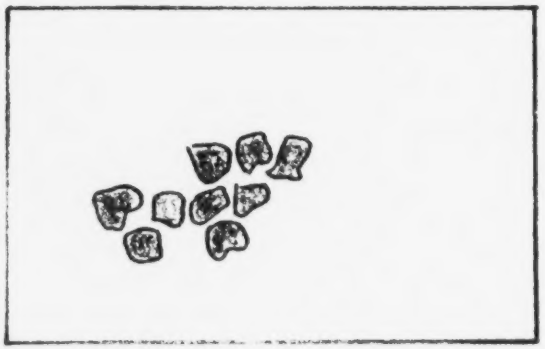
SUGGESTIONS

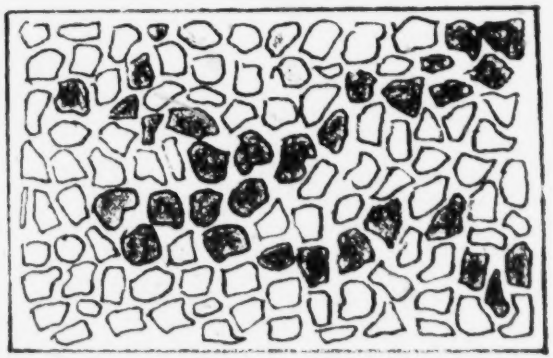
Bright colored paint on dark-toned paper will usually produce exciting results.
Have a plentiful supply of old newspapers for covering the work surface and to keep hands clean during printing procedures.
Two or three printings are usually obtained from each painting of the leaf. The variety of values thus obtained will add to the design. (Note how the 3rd printing reveals more of the veining design.)

ADDITIONAL ACTIVITIES

Since the purpose of this activity is to encourage the child's awareness of, and response to, a natural form, he might be encouraged to purposefully experiment with other methods of utilizing leaves in design. Rubbing, spattering, stencilling, use of brayers, freely painted leaf designs, etc. may be explored.







ENVIRONMENTAL PURPOSE

To provide an opportunity for the child to develop an awareness of design.

AESTHETIC PURPOSE

To introduce mosaic as another way of creating pictures and designs.

MEDIUM

Torn paper mosaic.

PREPARATION -- SUBJECT MATTER

There will be no specific subject matter since design and its purposeful creation is the goal of this activity. The children's cognizance of design and patterns in their household furnishing, their clothing, natural form, community, etc., should be encouraged.

MATERIALS

9" x 12" or 12" x 18" black paper, a variety of colored paper, paste.

PROPOSED SEQUENCE

Stimulate the child's awareness of the diversity of design in his daily life.

Distribute one sheet of 9" x 12" or 12" x 18" black paper to each child.

Ask children to select three sheets of 6" x 9" or 3" x 6" colored paper. The class should carefully consider colors that will work well together and contrast effectively with the background paper.

Suggest that each child select one of the small sheets of colored paper and tear seven or eight small pieces (between the size of a nickel and a quarter) from this sheet.

Paste these torn shapes of the first color in whatever grouping or pattern the child's individual inclination might indicate. Paste these shapes in an interesting relationship to the first grouping.

Repeat process with third color. After the grouping of these first colors are achieved, they might suggest design directions that will suggest or direct the completion of the mosaic.

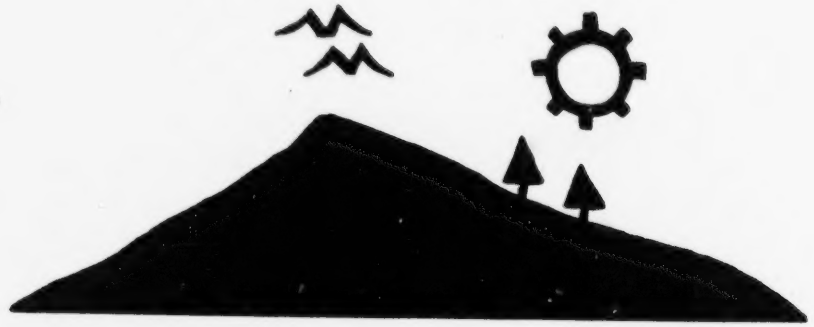
SUGGESTIONS

Each shape should be carefully placed in relation to the preceding piece. They should neither touch nor be too far apart.

While most torn shapes will be of a rounded nature, some children might prefer a more individual or unusual shape.

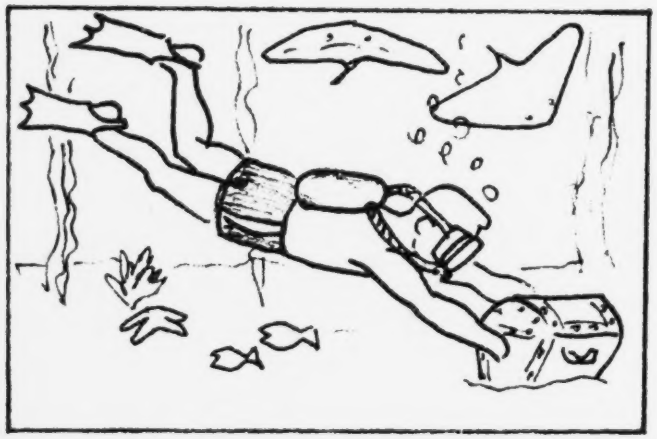
ADDITIONAL ACTIVITIES

Try other materials -- cut paper, gummed tape, scrap materials, etc. Since the emphasis in this activity is on design, the mosaic process might be extended into the portrayal of interesting natural forms -- birds, fish, figures, etc.

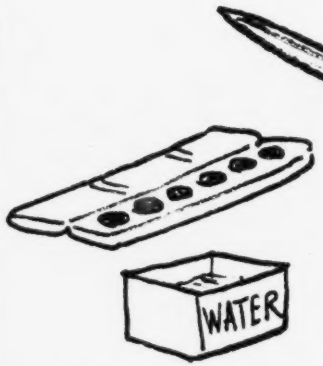


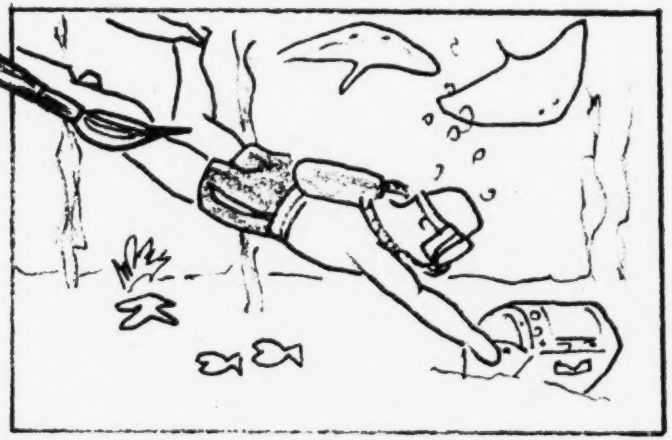
WE LIVE IN A NATURAL ENVIRONMENT

SCUBA DIVERS -- WATERCOLOR | Concept 1 | Category: WATER



DETAILED CRAYON DRAWING





ADD WATERCOLOR

ENVIRONMENTAL PURPOSE

To make aware of another environment, the undersea world.

AESTHETIC PURPOSE

To introduce a logical medium of transition from crayon to watercolor.

MEDIUM

Watercolor over a light crayon line sketch.

PREPARATION -- SUBJECT MATTER

Preliminary studies of scuba divers and undersea life would help orient pupils to this experience. Such studies may be made through the use of various reading and visual materials -- books, magazines, fish charts, photographs. It is a good idea to determine what equipment divers use.

MATERIALS

12" x 18" manila paper, crayons, watercolors.

PROPOSED SEQUENCE

Prepare the atmosphere for this undersea subject by studies and observation of visual materials.

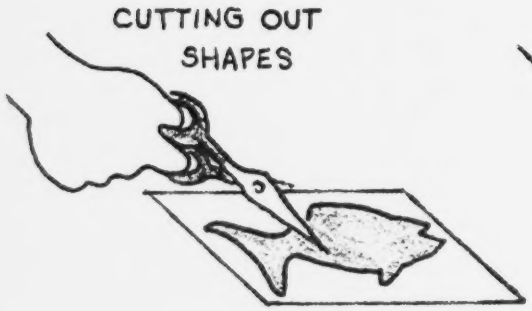
Sketch the picture layout using one light crayon. The beginnings may be sketched lightly and then emphasized later with strong lines.

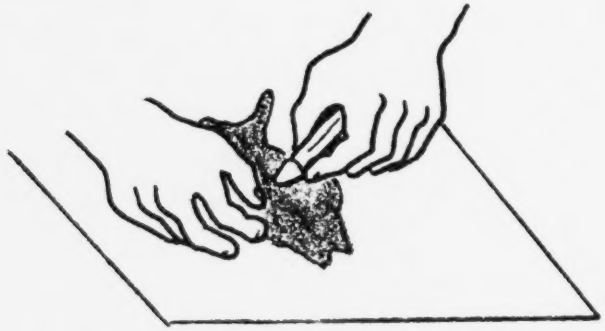
The scuba diver or divers should be sketched first to insure good size.

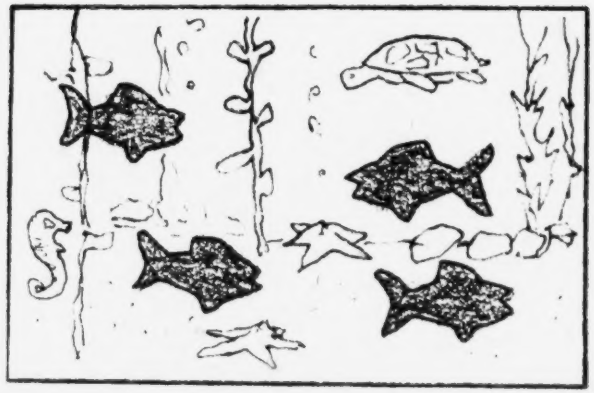
Paint with watercolor. The paper may be moistened first if desired. Watercolors may be built up by successive layers of overpainting. One layer of watercolor should dry, at least partially, before painting over it.

ADDITIONAL ACTIVITIES

Larger concepts may be done on 18" x 24" paper or in mural fashion done with colored chalk or opaque paint.







ADDING DETAILS

ENVIRONMENTAL PURPOSE

To utilize the creative possibilities that exist in our natural environment.

AESTHETIC PURPOSE

To explore the picturemaking possibilities in a simple but little used crayon technique.

MEDIUM

Crayon rubbing.

PREPARATION -- SUBJECT MATTER

Visual knowledge about marine and pond life and the limitless variety of these natural forms should be gained through photographs, charts, specimens, and discussions.

MATERIALS

Tagboard, manila or construction paper, scissors, paste, newsprint.

PROPOSED SEQUENCE

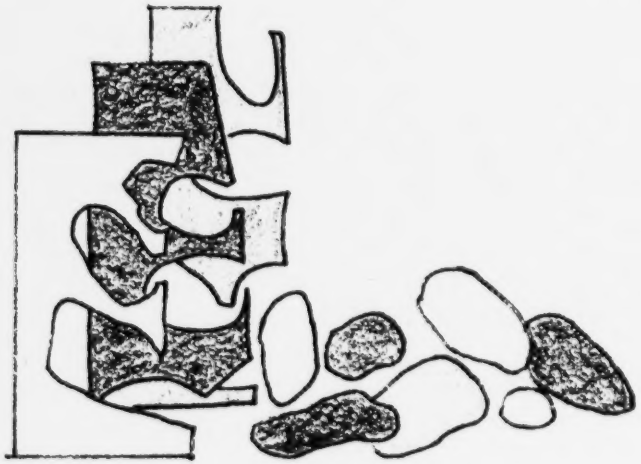
Observing, discussing, and sketching subject matter ideas.
Cutting shapes of marine forms from tagboard or manila.
Pasting small pieces of tag or paper onto cutout for designs and details.
Placing newsprint over shapes and rubbing with side of crayon.

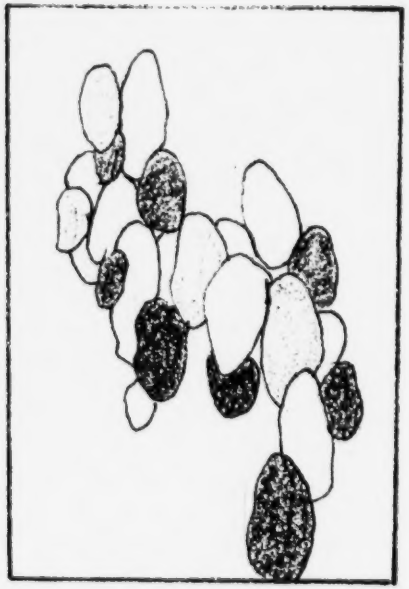
SUGGESTIONS

Tagboard for the shapes and newsprint for the rubbing surface are suggested for best results. Manila or construction paper will suffice if necessary.
If a second or third color of crayon is rubbed over the original color a richer effect will be achieved.
Add seaweed and other forms (starfish, turtles, sea horses, plants, etc.) for interest.
Prior to rubbing, the forms might be pasted onto a sheet of background paper or might be left unattached and moved around for repetition and interest.

ADDITIONAL ACTIVITIES

An interesting resist effect will result from brushing a light wash of watercolor over the crayon rubbing.
Try other materials for textures -- cloth, bricks, leaves, etc.
Try rolling a lightly charged brayer over the newsprint in place of the crayon rubbing.
Try other subject matter -- butterflies, birds, etc.





NVIRONMENTAL PURPOSE
To make visually aware of the harmony in nature during seasonal changes.

ESTHETIC PURPOSE
To introduce free brush painting as an expressive media.

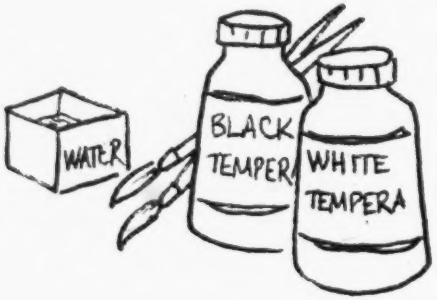
EDIUM
Free brush line over a colorful patchwork of colored paper.

REPARATION -- SUBJECT MATTER
Preliminary observation and discussion of fall, colors, neighborhood trees, etc. It might be well to do some quick sketching of trees with a broken piece of crayon.

ATERIALS
Tagboard - 10" x 18" or 16" x 24", poster paint, construction paper, brush, water container, paste or white glue.

PROPOSED SEQUENCE
The background patchwork should be prepared before hand.
Cut oblong shapes, large and small, of colored construction paper. These are to be fitted on a piece of tagboard 10" x 18" or 16" x 24".
Colors for the background should be carefully selected and with these provisions in mind, values should be light colors (no more than three); should be related to fall as yellow to yellow orange, yellow orange to red.
Make arrangements of these colors, overlapping them to cover the entire tagboard. Paste color patches and press flat under weights.
Paint in trunks of trees, branches, etc., in one color over prepared surface.

ADDITIONAL ACTIVITIES
Repeated brush line paintings can be made on a larger scale mural style.



ENVIRONMENTAL PURPOSE

To heighten visual awareness of seasonal changes in environment.

AESTHETIC PURPOSE

To examine the effectiveness of limiting the palette and build confidence in direct brush painting.

MEDIUM

Tempera or casein painting, using only black and white.

PREPARATION -- SUBJECT MATTER

The suggested subject will be the appearance of the children's neighborhood on a snowy, winter day. Discussion of varied snow effects -- falling, drifting, blowing, etc. -- along with comments on environmental forms such as houses, trees, autos, stores, etc., will provide effective stimulation.

MATERIALS

12" x 18" or 18" x 24" gray or colored construction paper, white and black tempera or casein paint, brushes, water containers.

PROPOSED SEQUENCE

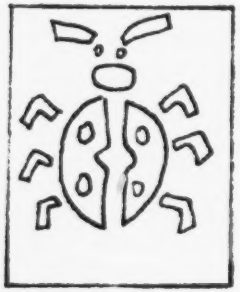
Discussing subject matter, snow effects, etc.
Preliminary sketching on manila or newsprint to build subject matter ideas.
Using brush and black paint to draw neighborhood forms directly on the colored paper.
Adding snow effects with white paint.

SUGGESTIONS

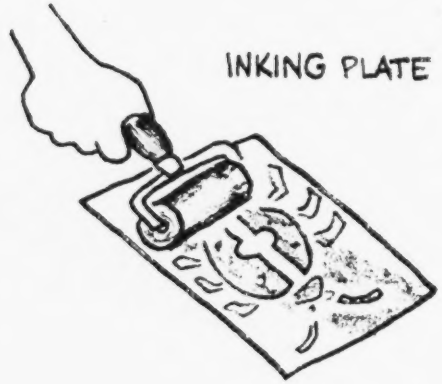
Include a variety of subject ideas; contrast the more rigid geometry of houses with the rhythmic forms of trees, branches, etc.
Vary method of applying white paint. Try dry brush for swirling, blowing effect, loaded brush for drifts, on branches, rooftops, etc.

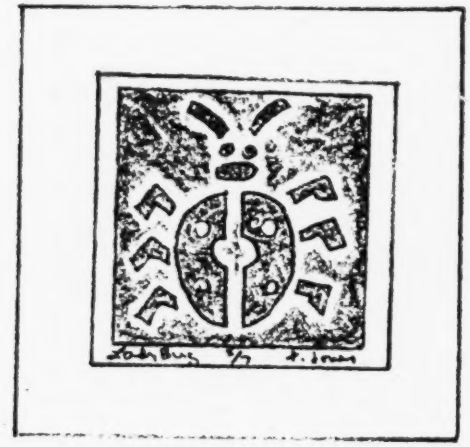
ADDITIONAL ACTIVITIES

The idea of using black and white on a gray or colored background may be expanded to other subject matter and/or translated into other media, i.e., white and black chalk, crayon, cut paper, etc.



CUT OUT AND PASTED DOWN





NVIRONMENTAL PURPOSE

To create an awareness of mini-environments, the world of bugs and butterflies.

ESTHETIC PURPOSE

To facilitate imaginative interpretations of natural forms through the introduction of an unusual, but simple, print-making process.

EDIUM

Cardboard or paper printing.

REPARATION -- SUBJECT MATTER

Any subject involving interesting shapes would be adaptable to this process; but whatever the subject, the child should gain information from charts, specimens, and other sources before attempting his personal interpretation.

ATERIALS

Waterbase printing ink, brayers, scissors, paste, paper, tagboard, manila, newsprint, cookie tin.

ROPOSED SEQUENCE

Sketch subject matter ideas on newsprint or manila with emphasis on simplifying the natural shapes.

Prepare simple printing plate in one of the following methods:

#1-cut insect shape from tagboard. Use scraps for design forms on body and wing.

#2-cut insect shape from tagboard or manila and paste on 9" x 12" chipboard.

Use brayer to roll out ink on cookie tin, tagboard, or other non-absorbent surface. Roll ink-charged brayer over printing plate. Place newsprint or other paper over inked design and apply enough pressure with hand, spoon or clean brayer to transfer ink.

SUGGESTIONS

Casein or tempera paint can be used. The body or wing shape can be enhanced by pasting small shapes on it or cutting holes in it. Color can be added to the background with brayer and paint, watercolor, etc. The cardboard plate itself is an interesting visual and may be displayed.

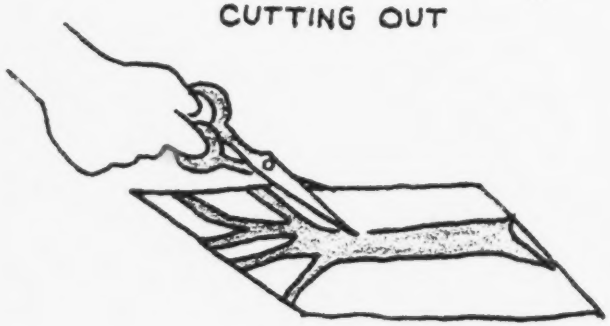
ADDITIONAL ACTIVITIES

Try rolling a lightly-inked brayer over a sheet of newsprint that has been placed over the uninked cardboard plate.

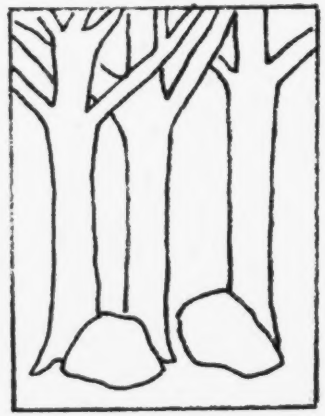
Substitute a crayon for the brayer in the above process, and an interesting crayon rubbing will result.

Create a mural from a grouping of individual efforts.

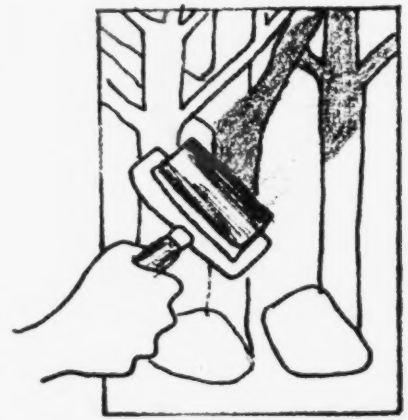
CUTTING OUT



PASTING



BRAYER OVER



ENVIRONMENTAL PURPOSE

To gain a better understanding of a complex natural form.

AESTHETIC PURPOSE

To utilize an observed form as a starting point for an unusual combination of materials.

MEDIUM

Cut paper with brayer and paint roll-over.

PREPARATION -- SUBJECT MATTER

The subject matter for this activity will be the tree and rock shapes that are common to our community. The structural characteristics of elm, maple, oak, ash, and other such trees should be observed and discussed.

MATERIALS

Manila and colored construction paper, scissors, paste, brayer, tempera or casein paint.

PROPOSED SEQUENCE

Observing and discussing the trunk and branch characteristics of neighborhood trees.

Using pencil to draw around a tree shape (start at base of one side of trunk - draw up and around a simplified branch structure, and down the other side).

Cutting out tree using the drawn line as a guide.

Pasting tree on background paper.

Cutting out additional trees and pasting down with branches overlapping.

Freely cutting several rock-like shapes and pasting near the base of the tree trunks.

Charging brayer lightly with paint and rolling over the pasted forms.

SUGGESTIONS

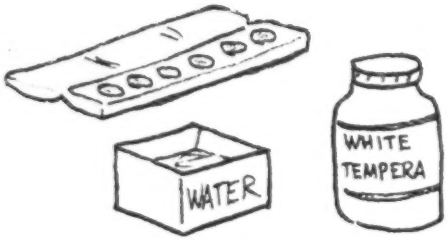
After cutting the first tree from the drawn line, the 2nd and 3rd trees might be cut directly and freely.

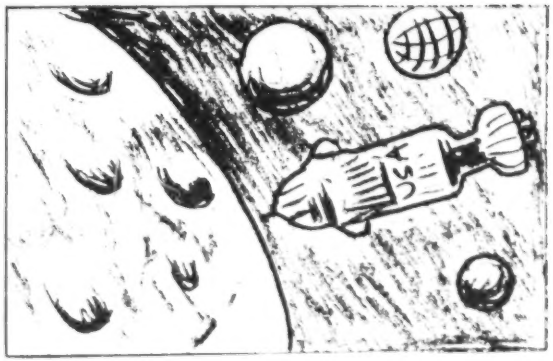
For maximum interest, encourage the children to vary the colors of paper chosen for the trees and rocks and vary the sizes and shapes of the cut paper trees and rocks.

Since the purpose of the paint roll-over is to unify and enhance the design, choose a color of paint that contrasts with the paper (lgiht paint over dark paper colors, and vice versa).

ADDITIONAL ACTIVITIES

Explore the same subject in other media, painting, printmaking, etc.).





ENVIRONMENTAL PURPOSE

To create an awareness that the earth is only one of many possible environments in the universe.

AESTHETIC PURPOSE

To utilize a technique well suited to an imaginative interpretation of present and future space exploration.

MEDIUM

Gouache on dark construction paper (gouache is watercolor paint with a few drops of white tempera paint added).

PREPARATION -- SUBJECT MATTER

The subject for this art activity should correlate with science studies of the solar system and outer space. Gaining knowledge of the appearance of planets through photos and bulletin board development is suggested. Space vehicles should also be described and discussed.

MATERIALS

12" x 18"; 18" x 24" dark construction paper, watercolors, water pan, white tempera paint, brushes.

PROPOSED SEQUENCE

Gaining practical knowledge and encouraging imaginative visualization of the subject matter.

Preparing watercolors for gouache painting by placing a spoonful of white paint in the paint box cover so it can be mixed with each color used.

Sketching ideas on dark construction paper with chalk, crayon, or other sketching media.

Painting the forms with the gouache medium.

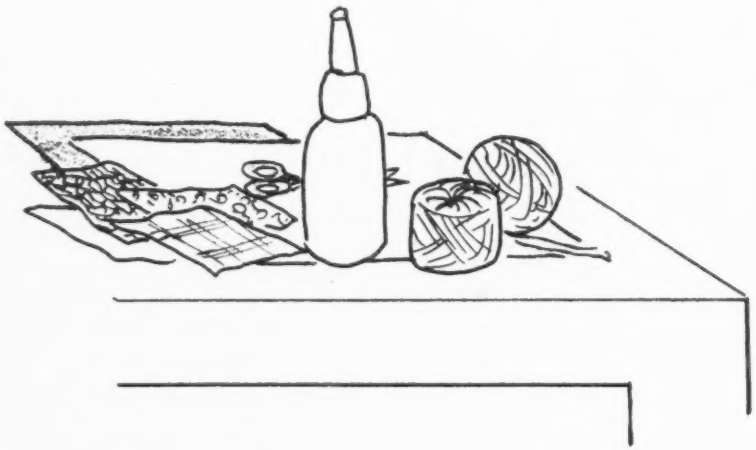
SUGGESTIONS

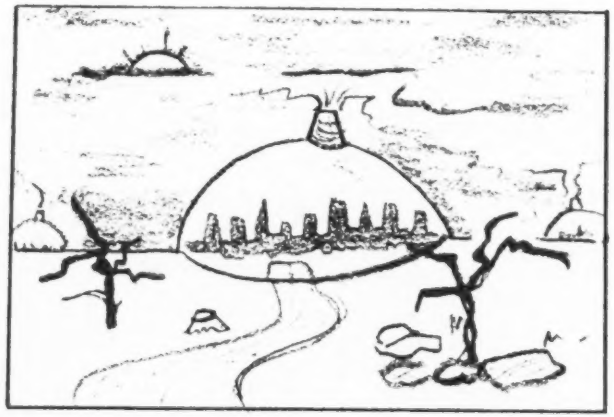
Experiment with the wide variety of colors that may be created with the gouache technique.

Note how colors may be lightened or darkened and how brush quality is easily achieved.

Point out how transparent watercolors become opaque when white paint is added. (In transparent paints the pigments are so finely ground that we can see through the paint.) Opaque paints completely cover the working surface and allow more overpainting.

An interesting composition will usually be achieved if several large forms are included. One of these large forms -- a planet or a spaceship -- might be shown in a close-up view where only a section is visible. (Note illustration.)





ENVIRONMENTAL PURPOSE

To make aware of environmental crisis and the need for man to change in order to survive.

AESTHETIC PURPOSE

To encourage imaginative expressions and experimental approach to materials.

MEDIUM

Cut paper combined with scrap materials.

PREPARATION -- SUBJECT MATTER

The subject for this experience will be the landing of an interplanetary visitor on earth in the future. Based on our knowledge of ecological problems existing today, if they're not corrected, the children could be asked to look through the visitor's eyes and describe what he'd see.

MATERIALS

Cut paper -- assorted colored paper no larger than 9" x 12", scissors, glue, cloth swatches -- a variety of materials from home: cloth, wire, string, metal paper, yarn, etc., 18" x 24" construction paper on which to mount the scene.

PROPOSED SEQUENCE

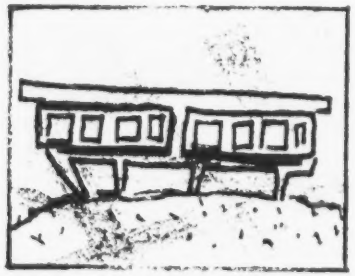
Discussion of subject and how scrap materials could be used. Sketch out idea on newsprint.
Cut paper -- assemble and paste.
Cloth swatches -- mount on background by pasting or sewing.
Yarn, string -- glue to background.

SUGGESTIONS

Paste background down before working on figures, buildings or whatever subject matter might be in foreground.

WE LIVE IN A MAN-MADE ENVIRONMENT

AN INTERESTING BUILDING | Concept 5 | Category: HOUSES



ENVIRONMENTAL PURPOSE

To enable the child to grow increasingly sensitive to his environment and promote an awareness of the importance of good architecture.

AESTHETIC PURPOSE

To emphasize the possibilities of line over a decorative background as a form of art expression.

MEDIUM

Crayon line over brayer-painted background.

PREPARATION -- SUBJECT MATTER

The subject will be an interesting building in our community. The children should be encouraged to suggest and describe building forms that have drawn their attention. Churches, schools, factories, houses, office buildings, etc., could be included. The qualities that might cause a building to be of more than passing interest should be brought out.

MATERIALS

18" x 24" manila or light colored paper, brayer, powder paint or casein paint, non-absorbent surface to roll on paint (cookie tin, glass, tagboard, etc.).

PROPOSED SEQUENCE

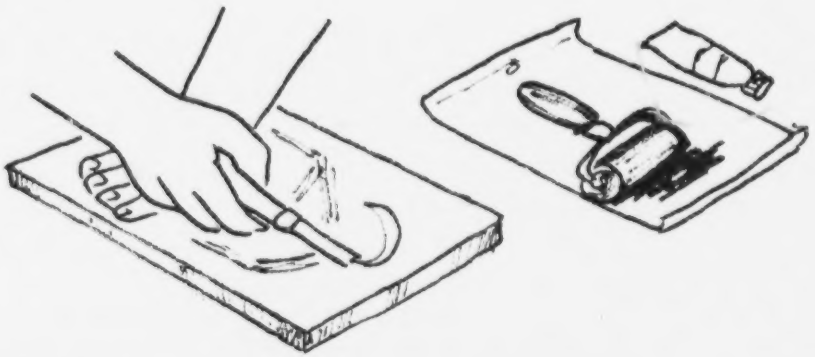
Prepare the brayer background.
Discuss interesting buildings and try preliminary sketches on newsprint or manila.
Use heavy black crayon to draw building form over background.

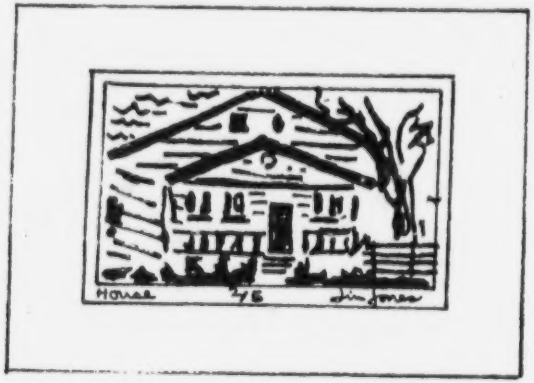
SUGGESTIONS

For interesting brayer ground, try rolling a light color on the paper and repeating with a darker color.
Go over crayon lines several times to portray a large, bold building form.
Turn paper vertically for a tall building, horizontally for a lower building.

ADDITIONAL ACTIVITIES

Try over decorative background variations.
Use black paint or ink with a brush for line forms.
Group class efforts on bulletin board with an "architecture in our community" theme.





ENVIRONMENTAL PURPOSE

To encourage a visual response to the immediate environment.

AESTHETIC PURPOSE

To introduce a graphic printing process that exposes the child to the care and use of tools, the procedures of printmaking, and the purposes and possibilities of achieving multiple images of an idea.

MEDIUM

Linoleum block printing.

PREPARATION -- SUBJECT MATTER

House and building forms are suggested as interesting subject matter for linoleum block printing. The children should bring a careful sketch of their house, a nearby home, or a house across the street from school as a beginning.

MATERIALS

Order these through your art supervisor: LINOLEUM (1½ sq. yd. will make 36 pieces 6" x 9". The size could be increased or reduced as desired). WATERBASE PRINTING INK (suggested amount: 3 tubes black, 3 tubes colored ink, i.e., 1 brown, 1 blue, etc.).

These should be available in building: BRAYERS (2 would be adequate), CUTTING TOOLS, COOKIE TINS for rolling out ink, PAPER (manila, white, newsprint, colored).

PROPOSED SEQUENCE

Obtaining necessary materials, preparing careful sketches.

Cutting linoleum into individual pieces (possible methods: score with knife, break, and cut burlap backing with scissors); use old paper cutter or old metal shears.

Redrawing or transferring subject onto linoleum.

Using linoleum tools to cut away areas that you do not wish to print.

Rolling an even coating of ink on the linoleum.

Placing paper on linoleum. Applying enough pressure with spoon, hand or clean brayer to transfer ink from linoleum.

SUGGESTIONS

Casein or tempera paint could be substituted for printing ink, wood for linoleum, nails for carving tools.

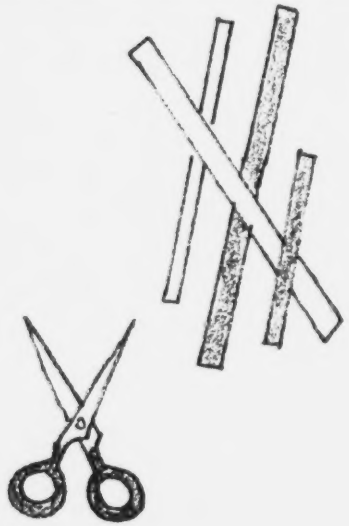
When using cutting tools always keep the free hand under the hand holding the cutting tool.

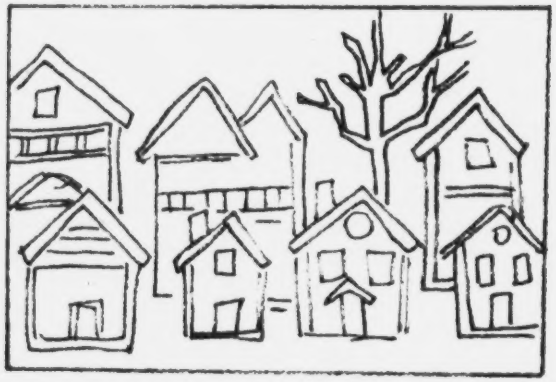
Vary the shapes and sizes of linoleum. Plan drawings to fit size of linoleum selected.

A variety of cutting textures should be employed. Grass, wood, glass, brick, etc., should all receive different cutting treatment.

ADDITIONAL ACTIVITIES

Print with black or colored ink on varied papers, over cut or torn pieces of colored paper pasted on white, newspaper ads, etc.





ENVIRONMENTAL PURPOSE

To encourage children to become more sensitively aware of their neighborhoods stressing likes and dislikes.

AESTHETIC PURPOSE

To express new knowledge in a colorful linear interpretation of environmental forms.

MEDIUM

Paper strip picturemaking.

PREPARATION -- SUBJECT MATTER

Direct observation and sketching of neighborhood rooftops.
This may be done from the home or from a school window.
If a high vantage point is unavailable, other neighborhood themes -- backyards, alleys, etc. -- could be substituted.

MATERIALS

12" x 18" white or manila paper, colored paper, scissors, paste.

PROPOSED SEQUENCE

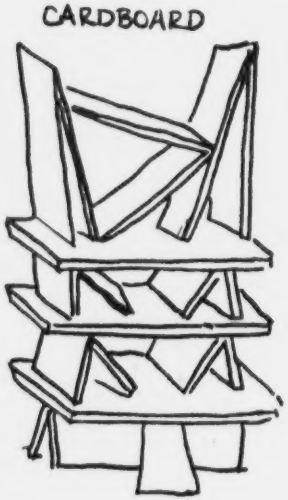
Preliminary sketching in crayon line from a window at home or school.
Consolidating sketches into an interesting composition on 12" x 18" paper.
Cutting strips from two contrasting colors of construction paper.
Pasting cut strips over drawn lines.

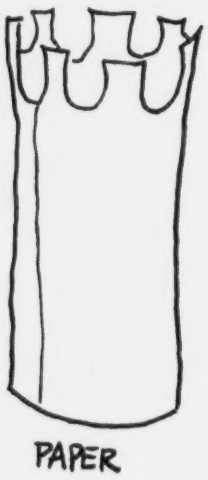
SUGGESTIONS

Include many details in composition -- trees, telephone poles and wires, roof shingles, etc.
Involve patterns on some houses, plain areas on others.
Vary approach to use of two colors, i.e., one edge of roof could be one color, other side second color, or houses could be portrayed in alternately solid colors.
A variety of line thicknesses could be employed and the available space on paper well filled.

ADDITIONAL ACTIVITIES

Gummed tape could be substituted for cut construction paper.
Try rolling a brayer, lightly charged with color, over the design.
Students could be encouraged to do individual research on architecture as an art form, i.e., the influences that cause such a wide variety of building styles in different areas of our nation or the world.





ENVIRONMENTAL PURPOSE

To provide a sensitive awareness of the art of architecture and of how it affects our daily life.

AESTHETIC PURPOSE

To encourage increased observation and visual perception of our man-made environment.

MEDIUM

Architectural constructions from scrap materials.

PREPARATION — SUBJECT MATTER

Introduction of the word and concept "architecture" with a discussion of the kinds of homes in the surrounding community, the identification of unusually interesting neighborhood buildings. Interesting downtown buildings could lead to architectural investigations.

PROPOSED SEQUENCE

Compilation of scrapbooks of photographs, drawings, etc., of interesting architecture.

Discuss how the elements of art relate to the forms of architecture:

lines in the siding of a house, the morter between bricks, iron grillwork, etc.

shapes in basic building forms, windows, doorways, stones, etc.

textures in type of brick, stone, wood, surface patterns, etc.

colors in and on all exterior surfaces -- from natural materials and from painting, staining, weathering, etc.

Preliminary sketching of ideas on newsprint.

Construction of a form using cardboard, paper, blocks, wood, sugar cubes, paper strips, wire, papier mache.

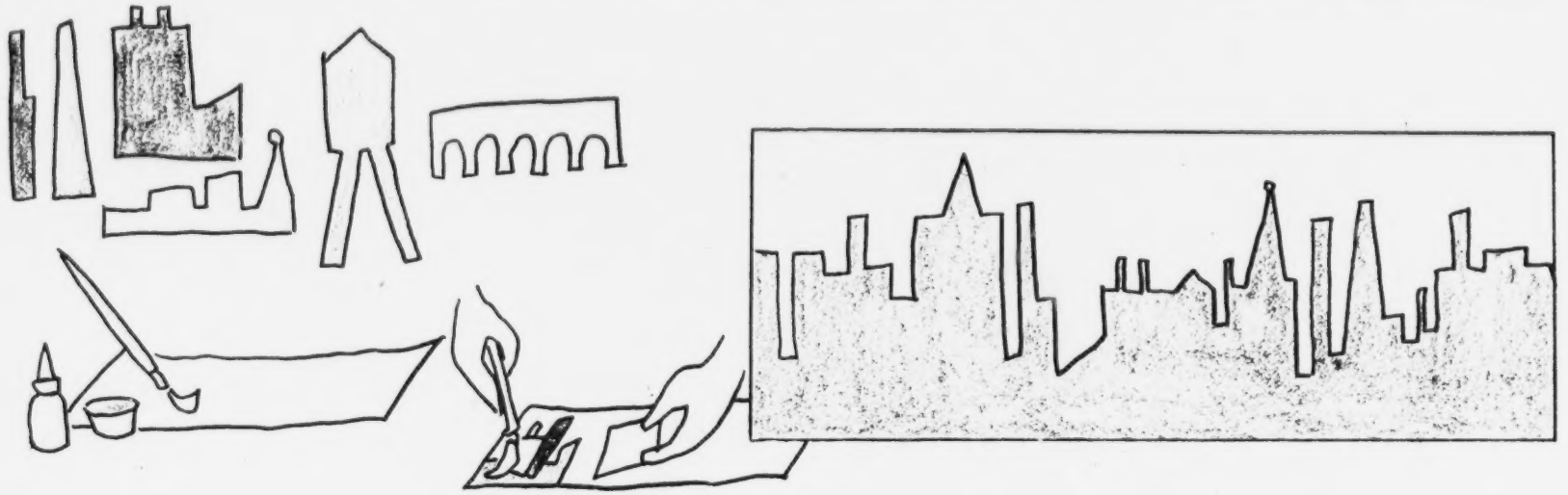
Painting or adding architectural details in other materials.

ADDITIONAL ACTIVITIES

Create a community of these buildings, add roads, trees, etc.

Suggest students can influence the quality of their surroundings if they are sensitive and discerning in the selection of their shelter, studying, working, and recreational environment.

A CITY SKYLINE | Concept 4 | Category: CITIES



ENVIRONMENTAL PURPOSE

To utilize all the senses to describe our city in a visual form, emphasizing its complexity and architectural forms.

AESTHETIC PURPOSE

To introduce a new and exciting way of representing these man-made forms.

MEDIUM

Tissue paper collage.

PREPARATION -- SUBJECT MATTER

Observation, recollection, and description of the many and varied structures that make up our large city will provide an abundance of subject matter motivation.

MATERIALS

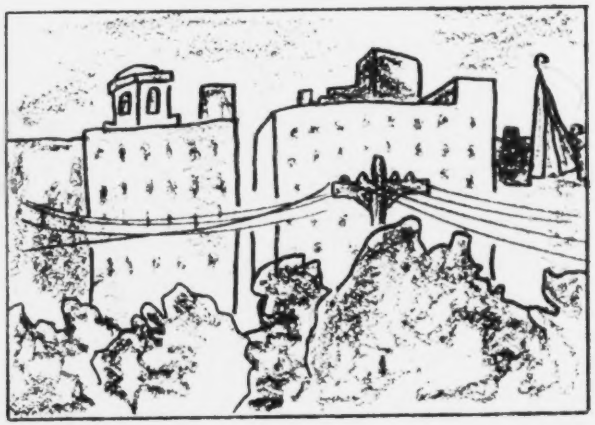
Waxed paper, tissue paper colors, Kleenex (optional), white glue, an iron, chipboard pieces, small containers for 50/50 glue and water mixture, brush, magic marker (optional).

PROPOSED SEQUENCE

Cover work area with newspaper or kraft paper.
Pre-cut or pre-tear tissue colors into city-like pieces.
Brush 50/50 glue and water mixture on a 14" x 18" length of waxed paper.
Position tissue pieces, overlapping, high and low, side by side, on wetted surface.
Cover arrangement with white tissue or single sheets of Kleenex (they are double as taken from box).
Use additional glue and water brushings as needed throughout.
Allow to dry, move from time to time to avoid sticking.
Iron at medium setting.
Add detail lines with magic marker or with edge of chipboard pressed into paint or ink.

ADDITIONAL ACTIVITIES

After covering arrangement with white tissue or Kleenex, additional tissue shapes and colors may be added for spots of greater brilliance.
Imagine a large city from an airplane and use same procedure.



ENVIRONMENTAL PURPOSE

To heighten awareness of the urban scene and the possibilities for expression.

AESTHETIC PURPOSE

To introduce blending as a way of creating more realism in pictures.

MEDIUM

Colored chalk drawing on toned paper.

PREPARATION -- SUBJECT MATTER

It is intended that near community or city-wide resources be the incentive here. To prepare for this lesson, the following methods of contact could be employed.

1. Make a field trip to some worthwhile spot in Milwaukee. Consult the manual on field trips dealing with trips for the intermediate grades.
2. Take a walk to some point of interest in the neighborhood: a park, playground, the neighborhood business section, filling station, garage, green house, laundry, library, etc.
3. Use a neighborhood point of interest which the children can observe on their own, after school or over the weekend. Be sure to direct their observation by outlining details they should look for.

MATERIALS

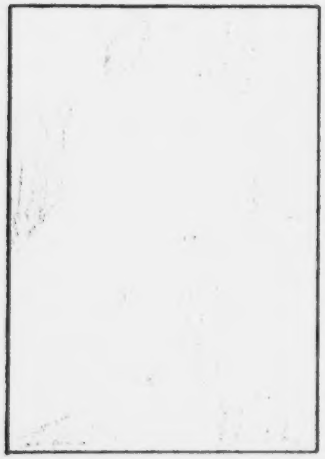
Colored chalk, colored construction paper, 12" x 18".

PROPOSED SEQUENCE

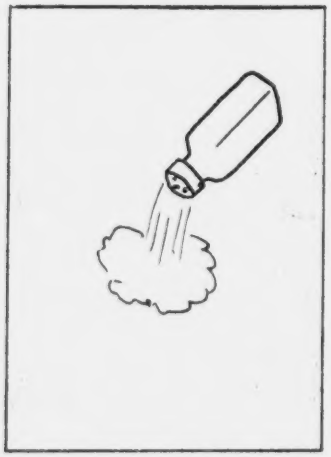
This activity could be on location drawing or sketches could be recorded and a drawing could follow upon return to the classroom.
Discussion of things seen.
Drawing forms with one color.
Adding more color to sketch.
Blending of colors by rubbing over them with finger.
Adding details with darker chalk.
Adhering the drawing to the paper with fixative or hair spray to prevent from smudging.

SUGGESTIONS

Because chalk is opaque, it can be used on darker tones of paper producing a pleasing change from the usual approach.



CRAYON PATTERN



APPLY TALC AND RUB IN

COAT WITH INK

SCRATCH THROUGH INK

ENVIRONMENTAL PURPOSE

To create awareness of technological problems that automobiles have created in our environment.

AESTHETIC PURPOSE

To provide additional experience in composing multiple images.

MEDIUM

Wax crayon and India ink sgraffito.

PREPARATION -- SUBJECT MATTER

A discussion of automobiles, freeways, rush hour traffic and its related problems in our city would stimulate the children.

MATERIALS

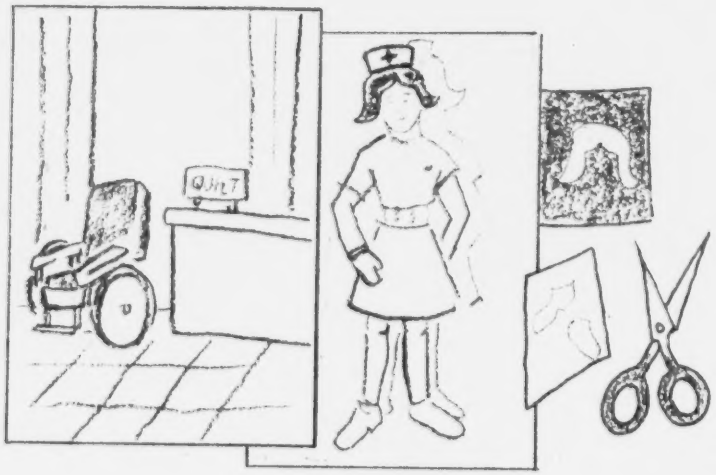
12" x 18" tagboard, wax crayons, talcum powder or liquid soap, India ink, brushes, scratching tool (sharpened popsicle stick, meat skewers, sharpened dowel, large nail).

PROPOSED SEQUENCE

Break up space and color in a pattern pressing hard and filling spaces.
Apply talcum powder or mix a small amount of liquid soap in India ink.
Apply two coats of ink with brush for a deep black surface.
Scratch through ink in line first.
After line drawing is made, remove some areas of ink to allow more color to show through.

SUGGESTIONS

White or light colored paper make good frames to show off the work.



ENVIRONMENTAL PURPOSE

To encourage children to think about how technology will affect them in their future vocations.

AESTHETIC PURPOSE

To consider the clothing, equipment and surroundings of possible vocational interests.

MEDIUM

Cut paper.

PREPARATION -- SUBJECT MATTER

Suggest that the children think about future careers. After selecting an activity to portray, they should consider forms, costumes, etc., that will aid in pictorial identification of the chosen activity. Several sessions of figure drawing will serve to strengthen the ability of the children to better portray the action, movement, etc., of a figure in a given occupation.

MATERIALS

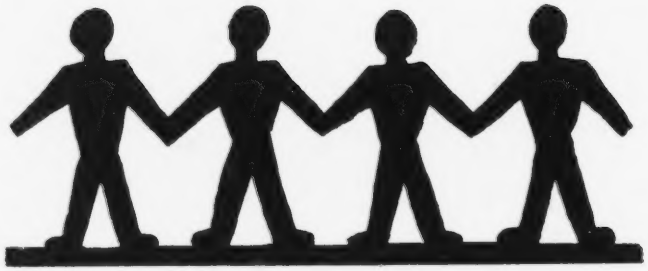
12" x 18" colored construction paper, scissors, paste.

PROPOSED SEQUENCE

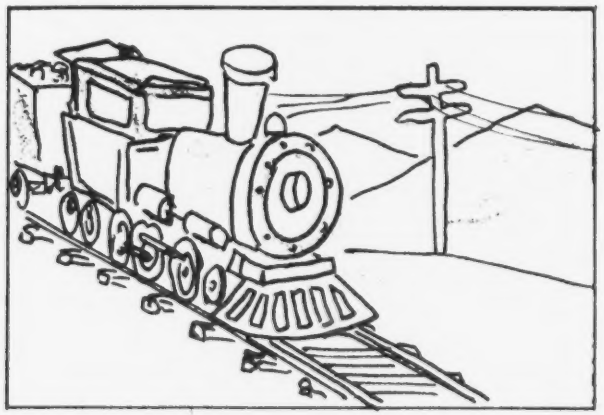
Class discussion and individual selection of activity to be portrayed.
Preliminary figure sketches to build figure knowledge.
Large figure sketch on 12" x 18" manila to serve as basis for cut paper composition.
Distribution and selection of 12" x 18" colored paper for background, and of several colors 6" x 9" size for clothing and other environmental forms and details.
Cut figure from final sketch on manila. Use this as a pattern to help determine the size and shape of clothing and other forms cut from colored paper.
Paste cut forms onto background paper.

SUGGESTIONS

Figure should be large. Paper should be used vertically.
A neutral or pastel background color will allow more latitude in choosing costume colors, etc.
Figure should show action and surrounding space should be filled with interesting details.



WE HAVE AN INNER ENVIRONMENT



ENVIRONMENTAL PURPOSE

To increase perception of the environment through visual response to an auditory stimulus.

AESTHETIC PURPOSE

To combine media into an imaginative experience.

MEDIUM

Watercolor over crayon drawing.

PREPARATION -- SUBJECT MATTER

Demonstration records of familiar industrial or natural sounds could be used. Individual tape recordings could be made by the teacher. A record such as Stravinsky's "Firebird" or the "1812 Overture" could be played and have students react to it.

MATERIALS

12" x 18" white paper, crayons, watercolors, container for water, brush.

PROPOSED SEQUENCE

After listening to the recordings or tapes, discuss possibilities for expression. Play the recording as the children work.

Sketch the subject on paper with crayon. Use bright colors in drawing.

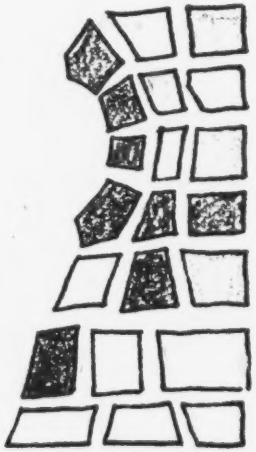
Apply watercolor over the entire completed drawing.

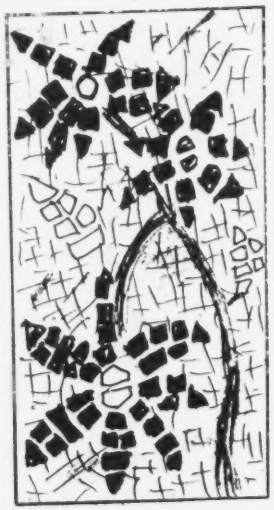
SUGGESTIONS

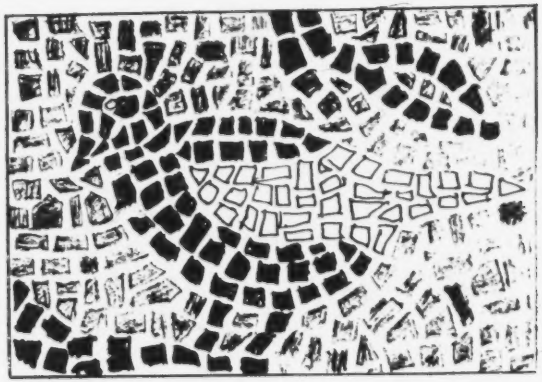
Check with the audiovisual director in your building for available records, tapes, etc., that could be used for motivation.

ADDITIONAL ACTIVITIES

Make a filmstrip or slide/record package of the completed project as a class presentation.







ENVIRONMENTAL PURPOSE

To explore, in a commonly available material, the expressive possibilities of one of man's most ancient art forms.

AESTHETIC PURPOSE

To organize individual parts into a whole that includes line, shape, color, and texture.

MEDIUM

Mosaic from cardboard boxes.

PREPARATION -- SUBJECT MATTER

Suggested themes for class disucssion, description, and interpretation are such interesting and colorful natural forms as birds, fish, flowers, etc.

MATERIALS

Cardboard boxes in a variety of colors and textures, mounting surfaces (chipboard, cardboard, wood -- 6" x 14", 7" x 11", etc.), adhesives (white glue, household cement, wheat paste, school paste), scissors.

PROPOSED SEQUENCE

Selecting theme, sketching subject from specimens, charts, other descriptive sources.

Preparing mounting surface. A white or black background is suggested for most effective contrast. It may be obtained by painting with casein or by stapling or gluing paper over cardboard.

Sketching subject on mounting surface; deciding on appropriate and available colors.

Obtaining cardboard for mosaic from gift, detergent boxes, etc.

Cutting individual pieces (tesserae) and adhering to mounting surface to form desired image.

SUGGESTIONS

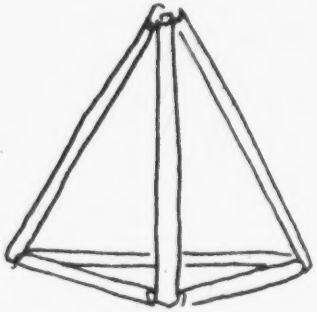
If painted cardboard is selected for mounting surface, paint both sides to avoid warping.

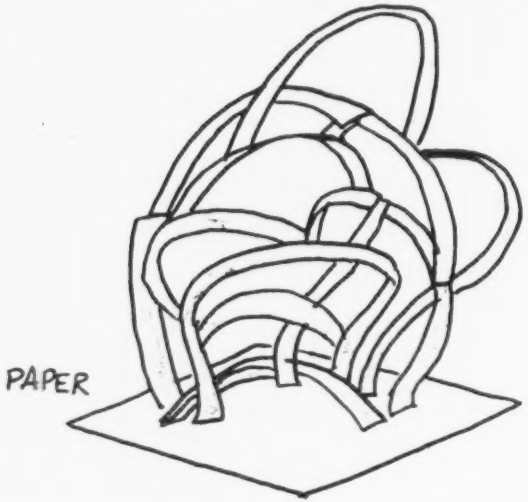
Leave a small space between individual mosaic pieces to allow backing color to show through for color brilliance and as a unifying factor.

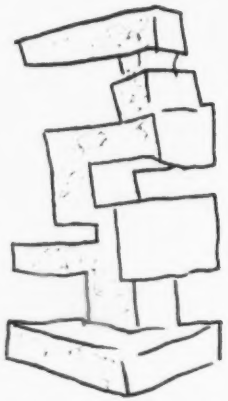
Metallic coated cardboards are easily available and add interest to the design.

Create other mosaics from natural materials and found objects such as stones, glass, linoleum, seeds, etc.

WOOD


STRAWS


PAPER


WAX OR SOAP

ENVIRONMENTAL PURPOSE

This experience will not suggest any single art activity, but will attempt to increase the children's awareness and understanding of sculpture, one of man's major forms of art expression.

AESTHETIC PURPOSE

The three-dimensional experiences involved in viewing or creating sculpture can provide rewarding opportunities for all children, and especially for the child who is more interested in feeling or tactile sensations than in seeing or visual sensations.

MEDIUM

A sculptural activity with appropriate media.

PREPARATION -- SUBJECT MATTER

Class discussion of sculpture through observation of reproductions, photographs, drawings, books, actual sculptures, etc. Discuss lines, forms and shapes, textures found in sculpture. Emphasize the three-dimensional nature of sculpture, i.e., that it must look good from all sides.

MATERIALS

The class might become involved with any of the materials from which three-dimensional forms may be achieved.

Some of these materials are:

paper	papier maché	wire	soap	
clay	plaster	toothpicks	wax	
cardboard	salt dough	straws	wood	metal

Subject matter could be anything from our natural or man-made environment.

PROPOSED SEQUENCE

After discussion, set theme for activity.

Encourage experimental approach to find out what materials will do.

SUGGESTIONS

Challenge the children to find varied approaches to expressing their thoughts, feelings, and ideas in three-dimensional form.

Materials might be modeled, carved, formed, manipulated, constructed, enriched, etc.

Stress the need to learn the advantages and limitations of various sculptural materials.

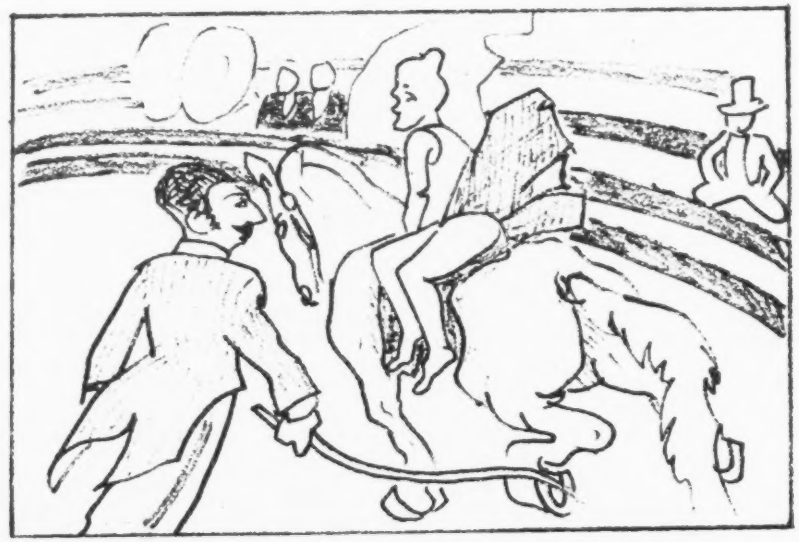
LINES

SHAPES

COLORS

TEXTURES

SPACE



"THE RINGMASTER" TOULOUSE-LAUTREC

ENVIRONMENTAL PURPOSE

This experience will not suggest any single art activity, but will attempt to increase the children's awareness and understanding of painting.

AESTHETIC PURPOSE

Picturemaking is basic to all children. Down through history man has had various ways of recording visual symbols, but underlying all were basic art elements -- line, shape and form, space, texture, and color. This experience should make them aware of those elements.

MEDIUM

A painting activity with appropriate media and subject matter from the natural or man-made environment.

PREPARATION -- SUBJECT MATTER

Take a painting you are familiar with and discuss it with the children.

MATERIALS

Basic painting media, brushes paint paper.

PROPOSED SEQUENCE

Point out these elements of art -- line, shape and form, space, texture, and color -- in the painting.
Show how they all work together to form the picture.
Talk about the subject matter.
Ask them what they think the artist was trying to say in his work.
In producing their paintings, encourage them to think about the elements of art as they are working.
After completing their works, discuss them in the above terms.

ENVIRONMENTAL PURPOSE

To provide children with visual understandings that should broaden awareness and build more discriminate perception of the natural and man-made forms that surround us.

AESTHETIC PURPOSE

The important element of TEXTURE -- as we find it in nature, as we observe it in man-made form, and as we are able to employ it in our own artistic expression -- will be the specific subject of this experience.

MEDIUM

A group mural combining rubbed textures with drawn forms.

PREPARATION -- SUBJECT MATTER

Have the children bring in materials with unusual surface textures. Discuss with children where textures are to be found.

In Nature: tree bark, sand, pebbles, sponges, feathers, fur, etc.

In Man-made Form: bricks, corduroy, window screening, glass, steel wool, etc.

In Art: In all of the art we create! Textures in three-dimensional art can be enjoyed with the eyes and sometimes actually touched with the fingers. The textures in two-dimensional art, however, are usually appreciated by the eyes alone.

Suggest how some of the objects that we touch have soft surfaces, others may feel hard, course, rough, smooth, slippery, bumpy, sticky, etc.

Discuss how we use texture in our art work as we apply paint in different ways and with different tools, create patterns with paint or crayons, work into clay, etc.

Encourage the children to involve a wide variety of textures in their related picturemaking activities.

MATERIALS

Crayons, manila paper, kraft paper, scissors, glue.

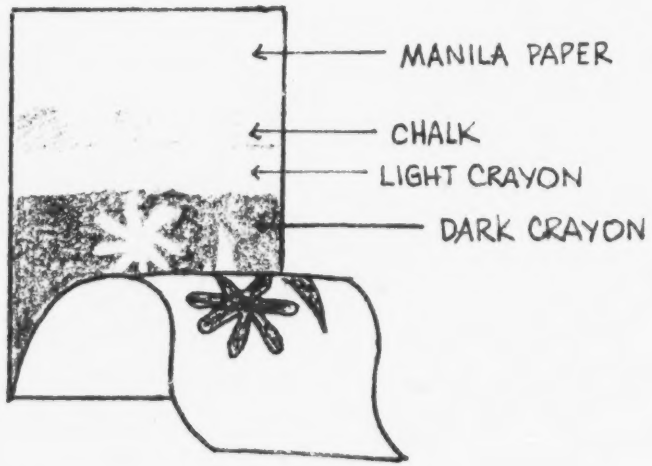
PROPOSED SEQUENCE

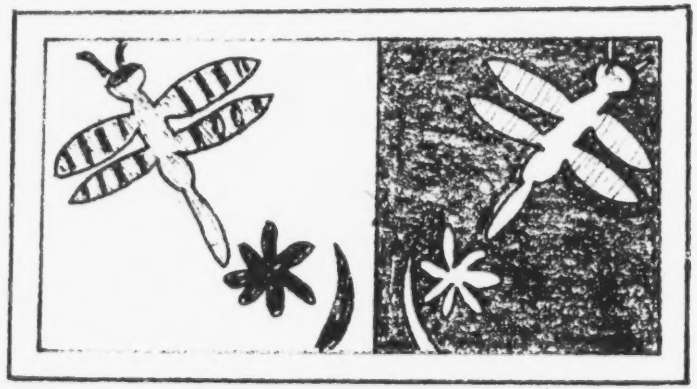
The suggested subject is "The Neighborhood".

Draw buildings, trees, fences, etc., on large paper with crayon.

Rub natural textures in another color over the drawn form.

Cut out and glue to kraft paper to create the mural.





ENVIRONMENTAL PURPOSE

To provide children with visual understandings that should build more discriminate perception of the natural environment.

AESTHETIC PURPOSE

To introduce a technique that will enhance a child's interpretation of a selected theme through the implementation of rich colors and textures.

MEDIUM

Chalk-crayon transfer print.

PREPARATION -- SUBJECT MATTER

The suggested theme is insects. Other interesting possibilities from the curriculum are: minute plants and animals, marine and pond life, etc. Whatever the subject, the child should gain information from charts, specimens and other sources before attempting his personal interpretation.

MATERIALS

9" x 12" or 12" x 18" manila paper, white paper, colored chalk, wax crayons, drawing implement.

PROPOSED SEQUENCE

Selecting theme and gaining knowledge through observation, discussion, and preliminary sketching.

Preparing the ground:

Apply colored chalk in random patterns to a sheet of manila. Remove excess chalk. Apply a heavy coat of a light crayon color over the chalk ground. Apply a heavy coat of dark crayon over the chalk-crayon ground.

Transferring the image:

Place white paper over prepared ground. Draw directly on white paper with firm, pointed tool (pencil, ball point pen, nail, etc.). The pressure exerted will transfer color from the ground to the bottom of white paper. The image may be freely drawn after preliminary sketches on other paper, or may follow lines previously sketched on white paper.

SUGGESTIONS

In addition to defining the subject in line, areas of color should be transferred by rubbing with wider tools (scissor handle, key, etc.).

Bright colors of chalk, large and bold central forms, and inventive textures in subject and background will insure a successful result.

This process produces two end results: the ground with colors exposed in a dark ground, and the white paper to which color has transferred. Either or both may be interestingly displayed.

CRAYON DRAWING

APPLYING INK

ENVIRONMENTAL PURPOSE

To emphasize the importance of creative organizing for self-fulfillment.

AESTHETIC PURPOSE

To interpret a familiar theme in a colorful and decorative manner through the use of a new technique. To emphasize the importance of composition principles as applied to figure groupings -- space filling, overlapping and repetition, contrasts of line and space.

MEDIUM

Wax crayon and India ink resist.

PREPARATION -- SUBJECT MATTER

The subject for this experience will be the figure in action: figures jumping rope, figures running, figures in any playground activity would be good for the action poses.

MATERIALS

12" x 18" tagboard, wax crayons, India ink.

PROPOSED SEQUENCE

Select the motifs to be used. Preparation by observation, description and discussion of subject resulting in practice sketches.

Sketch on tagboard with crayon.

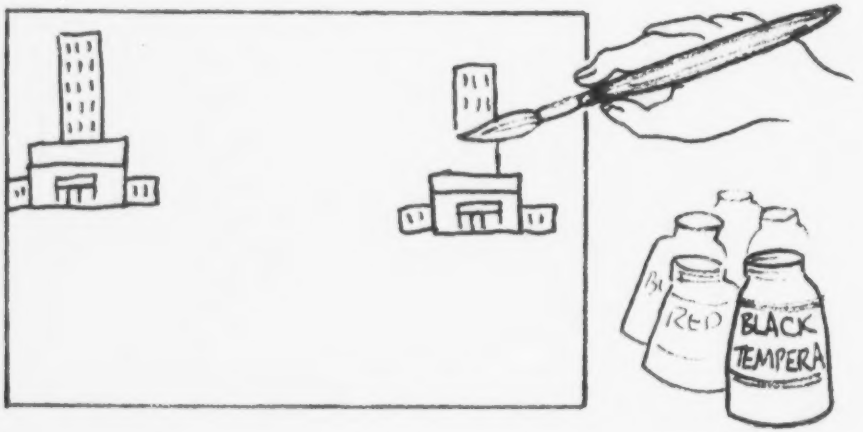
Apply color to your drawing being sure to press hard on the crayon. Leave some open areas on the tagboard so they will be covered with ink.

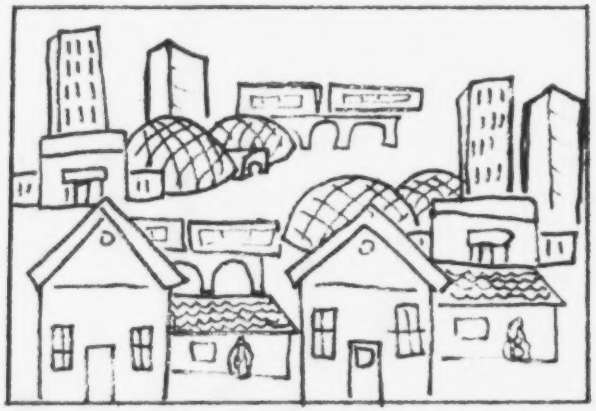
Cover the design with India ink.

SUGGESTIONS

If the ink adheres to the crayon, it can be removed by wiping over lightly with a damp sponge.

Mount finished work on white or gray paper.





ENVIRONMENTAL PURPOSE

To involve the children in decision making as it relates to the design problem.

AESTHETIC PURPOSE

To acquaint pupils with several principles of design namely, unity through proximity and repetition; and contrast in size. To provide the opportunity to manipulate watercolors and apply it to a familiar subject. To introduce the pleasing experience of free brush drawing.

MEDIUM

Brush line and watercolor.

PREPARATION -- SUBJECT MATTER

The subject calls for some acquaintance with the familiar forms in the city -- houses, stores, garages, schools, churches, vehicles, filling stations, trees, etc. It would be well to observe the forms available from the school windows, and list and describe all forms through class discussion.

MATERIALS

Large paper (18" x 24"), large drawing boards (18" x 24"), watercolors.

PROPOSED SEQUENCE

Discussion revealing a list and description of city forms.
Brush outline drawing of a form, done in black near the top of the paper.
Repeat the same form, skipping around on the paper. Other forms will follow, hence room must be left for them.
Brushing in a second form.
Repeat the second form.
The third form is placed and repeated and so on until the entire surface is filled in.
Several colors are painted in using the same color for each kind of form.

ADDITIONAL ACTIVITIES

Individual pieces may be mounted touching each other, making a huge surface pattern. A winterized version may be done on dark construction paper with gouache watercolors (white added to each color).